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Agenda

California Commission on Teacher Credentialing

February 2-3, 2000 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

WEDNESDAY, February 2, 2000 Commission Office

1. Appeals and Waivers (Committee Chair Harvey) 10:00 a.m.

- A&W-1** Approval of the Minutes
- A&W-2** Reconsideration of Waiver Denials
- A&W-3** Waivers: Consent Calendar
- A&W-4** Waivers: Conditions Calendar
- A&W-5** Waivers: Denial Calendar

2. Closed Session (Chair Norton) 1:00 p.m.



(The Commission will meet in Closed Session Pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

THURSDAY, February 3, 2000 Commission Office

1.. General Session (Chair Norton) 8:00 a.m.

- GS-1** Roll Call
- GS-2** Pledge of Allegiance
- GS-3** Approval of the January 2000 Minutes
- GS-4** Approval of the February Agenda
- GS-5** Approval of the February Consent Calendar
- GS-6** Annual Calendar of Events
- GS-7** Chair's Report
- GS-8** Executive Director's Report
- GS-9** Report on Monthly State Board Meeting

2. Legislative Committee of the Whole (Committee Chair Veneman)

-  **LEG-1** Status of Bills of Interest to the Commission
-  **LEG-2** Analyses of Bills of Interest to the Commission

 **LEG-3** Additional Legislative Concepts for Commission Consideration

3. Fiscal Planning & Policy Committee of the Whole (Committee Chair Miner)

 **FPPC-1** Update on the Management Study Mandated by the 1999 Budget Act

 **FPPC-2** Second Quarter Report of Revenues and Expenditures for Fiscal Year 1999-2000

 **FPPC-3** Overview of the 2000-2001 Governor's Budget

4. Certificated Assignments Committee of the Whole (Committee Chair Blowers)

C&CA-1 Application for an Eminence Single Subject Teaching Credential

5. Performance Standards Committee of the Whole (Committee Chair Katzman)

 **PERF-1** Proposed Plan for the Continued Administration and New Development of the Single Subject Examinations

 **PERF-2** Interim Report to the Legislature on the Beginning Teacher Support and Assessment (BTSA) System

6. Preparation Standards Committee of the Whole (Committee Chair Ellner)

 **PREP-1** Recommendations Related to the Reciprocity Study Under AB 1620 and Approval to Schedule a Public Hearing

 **PREP-2** Proposed Focused Review of Standards of Quality and Effectiveness for Administrative Services Credential Programs


 **PREP-3** Proposal to Issue a Request for Proposals for Award of AB 496 Funds

 **PREP-4** School-Age and After-School Programs in California: Addressing the Need for Training, Certification, and Professional Development

 **PREP-5** Progress Report on Review of Pupil Personnel Services Credential Standards and Other Policies

Note: Large File...Please allow sufficient time for downloading.

7. Public Hearing 1:30 p.m.

 **Public Hearing** Proposed Repeal of Sections 80096, 80097, 80256, and 80280 Pertaining to Administrative Services Credentials & Off Campus Programs, and Proposed Amendment to Section 80071.4 Pertaining to the Basic Skills Examination

8. Reconvene General Session

GS-10 Report of the Appeals and Waivers Committee

GS-11 Report of Closed Session Items

GS-12 Commissioners Reports

GS-13 Audience Presentations

GS-14 Old Business

•Quarterly Agenda for February, March & April 2000

GS-15 New Business

GS-16 Adjournment

All Times Are Approximate and Are Provided for Convenience Only

Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability

Any individual with a disability who requires reasonable accommodation to attend or

participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

NEXT MEETING
March 1-2, 2000
California Commission on Teacher Credentialing
1900 Capitol Avenue
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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: LEG-1

Committee: Legislative

Title: Status of Bills of Interest to the Commission

- ✓ Information
- ✓ Action

Prepared by: Rod Santiago,
Office of Governmental Relations

BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING January 19, 2000

CCTC-Sponsored Bills

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 309 - Mazzoni Would increase the cap on per intern expenditures in the alternative certification program	Sponsor (3/99)	Senate Appropriations Committee
AB 457 - Scott Would add internet-based sex offenses to the list of specified mandatory revocation offenses	Sponsor (3/99)	Signed by the Governor - Chaptered
AB 466 - Mazzoni Omnibus clean-up bill	Sponsor (3/99)	Signed by the Governor - Chaptered
AB 471 - Scott Would require CCTC to report to the Legislature and the Governor on numbers of teachers who received credentials, internships and emergency permits	Sponsor (3/99)	Signed by the Governor - Chaptered
AB 1067 - Margett Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	Sponsor (4/99)	Signed by the Governor - Chaptered
AB 1282 - Jackson Would require CCTC to make improvements needed to enhance CBEST	Sponsor (4/99)	Signed by the Governor - Chaptered

SENATE BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
SB 151 - Haynes Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99) Oppose Unless Amended (4/99) Oppose (7/99)	Held in Assembly Appropriations Committee
SB 179 - Alpert Would require the Commission to ensure that expanded teacher internship programs are fully integrated and cooperatively taught (Last amended 1/12/00)	Support if Amended (2/99)	Senate Appropriations Committee
SB 237 - Karnette Would require that a person may not qualify for an Administrative Services Credential unless he or she has ten years of teaching experience	Oppose (3/99)	Senate Education Committee
SB 395 - Hughes Would remove the sunset date on SDAIE staff development training	Seek Amendments (4/99) Support (7/99)	Signed by the Governor - Chaptered
SB 472 - Poochigian Would establish a pilot program to provide grants to school districts using a mathematics specialist to teach mathematics aligned to the statewide content standards in grades 4, 5, and 6	Support (4/99)	Held in Senate Appropriations Committee
SB 489 - Solis Would make findings and declarations related to educational paraprofessionals	Watch (4/99)	Senate Rules Committee
SB 573 - Alarcon Would create a telecommunications-based pilot project in LA county for the purpose of providing support for BTSA or pre-intern teachers in hard to staff schools	Watch (4/99) Support if Amended (5/99)	Held in Senate Appropriations Committee
SB 883 - Haynes Would require CCTC to monitor the performance of graduates of various IHEs that provide educator preparation and would authorize CCTC to take administrative action against specified IHEs	Oppose (4/99)	Senate Education Committee
SB 1061 - Schiff Would waive the credential application fee for first-time specified credential applicants	Support (4/99)	Held in Senate Appropriations Committee
SB 1076 - Vasconcellos Makes findings and declarations related to teacher preparation and credentialing and expresses legislative intent to enact legislation to redesign teacher preparation and credentialing to teach teachers both the process of teaching and the information the teacher is responsible for their pupils learning	Watch (4/99)	Senate Education Committee

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 1X - Villaraigosa and Strom-Martin	Seek Amendments (2/99)	Signed by the

Would establish the Peer Assistance and Review Program for Teachers	CTC amendments adopted	Governor - Chaptered
AB 2X - Mazzoni and Cunneen Would establish various programs related to reading and teacher recruitment	Support (2/99) Seek Amendments (3/99) CTC amendments adopted	Signed by the Governor - Chaptered
AB 6 - Calderon Establishes the California Teacher Academy Program	Seek Amendments (2/99) CTC amendments adopted	Held in Assembly Appropriations Committee
AB 27X - Leach Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) CTC amendments adopted Watch (3/99)	Signed by the Governor - Chaptered
AB 31 - Reyes Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	Support (2/99)	Signed by the Governor - Chaptered
AB 108 - Mazzoni Subject Matter Projects	Support (2/99)	Held in Senate Appropriations Committee
AB 192 - Scott Would create the California Teacher Cadet Program	Support (3/99)	Vetoed by the Governor
AB 578 - Honda Would require SPI, in consultation with CCTC and IHEs, to develop training requirements for teachers to ensure sufficient training on domestic violence recognition	Watch (4/99)	Held in Senate Appropriations Committee
AB 615 - Runner Would place specified categorical funding programs into block grant programs	Oppose Unless Amended (6/99) Watch (9/99)	Senate Education Committee
AB 707 - House Would set forth requirements for a services credential with a specialization in school psychology	Seek Amendments (4/99)	Senate Education Committee
AB 752 - Davis Would create two new single subject teaching credentials in dance and in theatre	Watch (4/99)	Assembly Floor
AB 770 - Honda Would create a Middle Grades Certificate Program	Seek Amendments (4/99)	Held in Assembly Appropriations Committee
AB 899 - Alquist Would make changes to the APLE program related to allowing applicants to be enrolled on a half-time basis and redistribution of unused warrants (Last amended 1/3/00)	Support (5/99)	Assembly Floor
AB 908 - Alquist Would require CCTC to adopt or revise standards to address gender equity	Seek Amendments (4/99)	Senate Appropriations Committee
AB 949 - Wiggins Would include holders of services credentials in the definition of teacher for the purposes of participating in the APLE program, the California Mentor Teacher Program, and the BCLAD Certificate	Oppose Unless Amended (4/99)	Pulled by the author

AB 961 - Steinberg Would create the Challenged School Teacher Attraction and Retention Act of 1999	Support (4/99)	Senate Education Committee
AB 1006 - Ducheny Would establish a two-year pilot project to provide peer support and mentoring for school counselors	Support (4/99)	Senate Education Committee
AB 1059 - Ducheny Would make various provisions in law related to CLAD training	Seek Amendments (4/99) Support (9/99)	Signed by the Governor - Chaptered
AB 1242 - Lempert Would require CCTC to issue a California Preliminary (CAP) Credential to persons meeting certain requirements	Seek Amendments (4/99) Oppose (6/99) Watch (9/99)	Signed by the Governor - Chaptered
AB 1294 - Firebaugh Would establish procedures to provide subsidized below-market rate home loans to teachers of hard-to-staff schools (Last amended 1/03/00)	Watch (4/99) Oppose (5/99)	Dropped by the author
AB 1296 - Firebaugh Would also establish a hard-to-staff schools program	Watch (4/99) Seek Amendments (5/99) Disapprove (1/00)	Assembly Education Committee
AB 1529 - Baldwin and Runner Would allow institutions of higher education who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	Oppose (12/99)	Dropped by the author



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: LEG-2

Committee: Legislative

Title: Analysis of a Bill of Interest to the Commission

- ✓ Information
- ✓ Action

Prepared by: Rod Santiago,
Office of Governmental Relations

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 1324
Author(s):	Assemblymember Charlene Zettel
Sponsor:	Assemblymember Charlene Zettel
Subject of Bill:	Teaching Pupils with Mild to Moderate Disabilities
Date Introduced:	February 26, 1999
Last Amended:	January 5, 2000
Status in Leg. Process:	Assembly Floor
Current CTC Position:	None
Recommended Position:	Oppose unless amended
Date of Analysis:	January 19, 2000
Analyst(s):	Rod Santiago and Linda Bond

Summary of Current Law

Current law creates the services credential with a specialization in Clinical or Rehabilitative Services. The holder of this credential is authorized to provide clinical or rehabilitative services for students with speech and/or language disabilities within the field or fields named on the credential. If the holder also holds a Special Class Authorization, then the holder is also authorized to teach handicapped children in a special class in which the primary disability is speech and language impaired.

Current law states that "In adopting the necessary rules and regulations establishing the requirements for the preparation of special education specialties, the commission shall ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils to the extent deemed appropriate by the commission." (Education Code §44265)

Current law requires special education teachers to have coursework in the teaching of reading.

Current law further states that "The governing board of a school district shall employ for positions requiring certification qualifications, only persons who possess the qualifications therefor prescribed by law..." [Education Code §44830(a)]

Analysis of Bill Provisions

Assembly Bill 1324 would allow a teacher who does not hold a specialist credential to teach pupils with mild to moderate disabilities in a special day class setting to teach in a special day class setting if the teacher holds a clinical or rehabilitative services credential and meets the following criteria:

1. The teacher has been teaching in a special day class setting for a minimum of 10 years:
2. The special day class setting consists of pupils of mild to moderate disabilities.
3. The local school board or county office of education approves the assignment after assessing the competency and skills of the teacher to meet the needs of pupils with mild to moderate disabilities.

The bill would sunset this provision of law on January 10, 2005.

Analysis of Fiscal Impact of Bill

This bill would have little fiscal impact on the work of the Commission.

Analysis of Relevant Legislative policies by the Commission

The following guidelines appear to apply to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**
- 6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.**

Organizational Positions on the Bill

Lakeside Union School District and Loma Linda University are in support of this measure. The California Federation of Teachers is opposed to this bill.

Reasons for Suggested Position

AB 1324 would allow those who have been misassigned for ten years to continue in their assignment. This bill would allow any Clinical or Rehabilitative Services Credential holder with or without a special class authorization to provide instruction in a classroom setting. The bill may establish a precedent that would, in effect, reward the use of misassignments.

Currently, all Education Specialist credential holders are required to demonstrate subject matter competence. This bill would place no subject matter requirements on the service credential holders who would be allowed to teach mild to moderate disabilities students. This would be contrary to current law since the commission is required to ensure that teachers of special education pupils have sufficient knowledge of subject matter that is the core of the California public school curriculum.

All Education Specialist credential holders are required to have coursework in the teaching of reading. This bill places no such requirement on the holders of Clinical or Rehabilitative Services Credentials who would teach students with mild or moderate disabilities.

Further, Title 5 regulations require all services and specialist credential holders to complete professional growth requirements. These requirements were put in place in May of 1994. The bill would allow holders of the Clinical or Rehabilitative Services Credentials who have held those credentials for 10 years to serve in the mild to moderate disabilities classroom, but would place no professional growth requirements on them. It is for these reasons that staff is recommending a position of **Oppose unless amended**.

Suggested Amendments

The bill should require the equivalent of 6 semester units of intensive subject matter coursework to be completed each year in a highly intensive program of professional development like the Subject Matter Projects and the UC Reading Institutes.

The bill should also clarify who is going to complete the assessment of the services credential holders "competency and skills to meet the needs of pupils with mild to moderate disabilities." The assessment should be completed by someone in the district who has knowledge of and experience in teaching pupils with mild to moderate disabilities.

According to the author's office, this bill addresses the concerns of individuals who have been teaching in a mild to moderate disabilities classroom and are close to retirement. The sunset date should be moved to January 10, 2003.



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: LEG-3

Committee: Legislative

Title: Legislative Concept for the Commission's Consideration

- ✓ Information
- ✓ Action

Prepared by: Rod Santiago,
Office of Governmental Relations

California Commission on Teacher Credentialing Proposed Clean-Up Legislation

Overview

The proposed CTC clean-up legislation would have seven initial sections, with additional sections to be added as needed subsequent to the official release of the management study commissioned by the Legislative Analyst's Office on behalf of the Legislature. The study is scheduled for release in mid-February 2000. The Sections are intended to 1) make it clear that all candidates for a credential authorizing service in an elementary classroom, including candidates prepared under district internships, must pass the RICA, the state reading test, and make other changes to update intern statutes; 2) clarify statutes requiring the CTC to maintain a prudent reserve, as suggested by the CTC management study; 3) build on current CTC statutory authority to provide probation as an alternative in teacher rehabilitation; 4) modify the provisions governing reading certificates to make it easier for persons who have completed work through the UC Reading Institutes to qualify for a reading certificate; 5) expand the pool of qualified teachers by making it easier for candidates who have completed state-approved subject matter programs and other requirements at regionally accredited IHE's to enroll in a teacher preparation program; 6) eliminate other obsolete provisions of the Code related to teacher credentialing; and 7) modify the date for the CTC report established under AB 471 (Scott) of 1999.

1. Clarify the Intern Law With Respect to the Reading Exam Requirement and Update the Intern Provisions

In 1996 the Legislature established a new requirement for all candidates applying for initial credentials to serve in a self-contained classroom—a reading test to insure that all elementary teachers could demonstrate their ability to teach research-based reading (AB 1178 (Cunneen) Chapter 919, 1996). Questions have been raised about whether the reading test requirement applies to candidates enrolled in district internship programs. To clarify Legislative intent, the statutory provisions governing internship programs need to be modified to insure that candidates enrolled in alternative certification programs leading to a Multiple Subjects credential are held to the same state requirements in reading as candidates prepared in conventional university settings. Meanwhile, other intern clean-up provisions are also desirable.

Proposed Amendments to Education Code Sections Related to Intern Programs

Proposed Amendments to University Internship Education Code Sections

Change Education Code Section §44453. Admission Requirements

Purpose: To give more flexibility to districts and universities related to who is eligible to an University Intern Program.

The amendment would also correct an obsolete Education Code reference.

Proposed Language:

44453. For admission to all teaching internship programs authorized by this article, an applicant shall have a baccalaureate or higher degree from an institution approved for credential purposes by the Commission on Teacher Preparation and Licensing at the time of the degree was earned and shall pass a subject matter examination, as defined in subdivision (c) of Section 44203. California Commission on Teacher Credentialing and shall meet subject matter requirements as defined by Section 44259 (b) (5).

Proposed Amendments to District Internship Education Code Sections

Amend Education Code Section §44325 District Intern Certificates

Purpose: To allow District Intern Programs to issue certificates and prepare teachers in any area of emphasis that the Commission awards credentials.

44325 (e). The Commission on Teacher Credentialing shall award district intern certificates to offer service in designated areas of emphasis as authorized by Education Code Section 44261.

44325 (c) (5). meeting the language prerequisites specified in Code Section 44253.3 (b) (3) for those seeking a certificate to teach English language learners.

Purpose: Eliminate outdated language. Since the required study has been completed, reference to the pilot program in LAUSD Special Education should be eliminated.

44325 (a). The commission shall issue district intern certificates, as a pilot program, authorizing persons employed by the Los Angeles Unified School District....

Proposed amendments regarding RICA requirement for Interns

Purpose: To assure that the RICA exam is required of those recommended for Education Specialist Credentials offered through District Intern Programs.

Bill language:

44283.2 (a). ...issuance of a specialist teaching credential in special education pursuant to Section 44265 or 44325, except as provided...

2. Clarify Existing Law With Respect to A Prudent CTC Reserve

The management study of CTC commissioned by the Legislative Analyst suggests that existing law with respect to a prudent CTC reserve is unclear. CTC agrees. Following official release of the management study and subsequent discussions with the LAO, DOF, Legislative Budget Staff, CTA and other interested parties this section can be amended to provide clear direction to the CTC. Meanwhile, the attached "placeholder" language would be expanded to include any other clean up matters resulting from the study.

Bill Language (Placeholder):

Section 44234 of the Education Code is amended to read:

- a. There is in the State Treasury the Teacher Credentials Fund. All fees levied and collected by the commission shall be deposited in the Teacher Credentials Fund, shall be used to support the commission's operations, and shall not be transferred to any other fund.

3. Build on Existing CTC Authority to Provide for Teacher Probation

This proposal which has already been approved by the Commission, would allow the California Commission on Teacher Credentialing (CCTC) to institute probation when appropriate in cases involving teacher credential applicants or holders. Under the current process, a teacher can be in a public school classroom for up to two years without needed support or monitoring while awaiting a hearing before an Administrative Law Judge (ALJ). Allowing the CCTC to expeditiously institute probation, when warranted, would safeguard students, ensure that the classroom teacher receives necessary support, and carefully monitor the teacher during rehabilitation.

Discussion

Frequently, the CCTC's Committee of Credentials (COC) finds that credential suspension is not a sufficient action, and credential revocation is not warranted. In these instances, the COC would like to recommend to the Commission suspension and a period of probation with specific conditions. This would provide the teacher with an opportunity for rehabilitation and growth. It would also provide the COC with the ability to monitor the situation that gave rise to the disciplinary action or denial of the credential—an alternative not currently available. When a teacher is on probation, the employer is aware of the probation and the particular conditions the teacher must meet. Often, the employer is required to participate in the observation and monitoring of the teacher in the school environment. This collaborative effort often results in a teacher who becomes an asset to the students, faculty, and community.

Amendments to the Education Code relating to Probation

Amend Education Code section 44242.5

Section 44242.5(a): Insert "placed on probation with terms and conditions," before "privately admonished".

Section 44242.5(c)(4): Insert "probation with terms and conditions," before "private admonition".

Section 44242.5(c)(4)(A): Insert "probation with terms and conditions," before "private admonition".

Section 44242.5(c)(4)(B): Insert "probation with terms and conditions," before "private admonition".

Section 44242.5(e)(1): Insert "probation with terms and conditions," before "private admonition".

Amend Education Code section 44243

Section 44243: Insert "placing on probation with terms and conditions or" before "private admonition" and insert ", or public reproof" before "of an applicant".

Amend Education Code section 44244

Section 44244(a): Insert "placed on probation with terms and conditions," before "privately admonished".

Section 44244(b): Insert "placed on probation with terms and conditions," before "privately admonished".

Amend Education Code section 44244.1

Insert "place on probation with terms and conditions," before "issue a private admonition" and insert ", or recommend a public reproof" before "may be adopted by the Commission on Teacher Credentialing".

Amend Education Code section 44420

Strike "Commission on Teacher Preparation and Licensing" and replace with "Commission on Teacher Credentialing".

Amend Education Code section 44421

Strike "Commission on Teacher Preparation and Licensing" and replace with "Commission on Teacher Credentialing" and insert "place on probation with terms and conditions," before "privately admonish".

Amend Education Code section 44421.1

Insert "place on probation with terms and conditions," before "privately admonish".

Amend Education Code section 44421.5

Insert "place on probation with terms and conditions," before "privately admonish".

Amend Education Code section 44422

Strike "Commission on Teacher Preparation and Licensing" and replace with "Commission on Teacher Credentialing" and insert "place on probation with terms and conditions," before "privately admonish" and insert ", or publicly reprove" before "the holder of the credential".

Amend Education Code section 44439

Insert "place on probation with terms and conditions," before "deny, suspend, revoke or otherwise restrict a license".

Amend Education Code section 44440

Section 44440(a): Insert "placing an applicant on probation with terms and conditions or" before "denying the credential, permit".

4. Modify provisions governing reading certificates

Discussion and language forthcoming following additional discussions with UC and the Governor's Office.

5. Expand the pool of qualified teachers by authorizing regionally accredited institutions of higher education operating in California to offer subject matter preparation for credential candidates.

AB 2730 of 1998 (Mazzoni, Lempert, Scott and Alpert) established a pilot program to allow institutions of higher education accredited by regional accrediting bodies other than WASC to offer teacher preparation in California under specified conditions. This proposal would authorize regionally-accredited institutions of higher education operating in California to offer all credential course requirements to their students, including subject matter preparation, provided the institutions meet all applicable standards of the CCTC.

Bill language:

Education Code Section 44227, Subdivision (b), is amended to read:

(b) Notwithstanding any provision of law to the contrary, the Commission may approve for credit any coursework completed for credential purposes or for step increases in programs offered in California by out-of-state institutions of higher education that meet the requirements prescribed by Section 94761 Chapter 7 (commencing with Section 94700) of Division 10 of this code, only if the program of courses is offered by a regionally accredited institution and evidence of satisfactory evaluation by both that accrediting body and the Western Association of Schools and Colleges is submitted by the out-of-state institution to the Commission for purposes of seeking approval of the program and any courses within that program for the purposes of obtaining a to enable potential teachers to meet one or

more requirements for a teaching credential in California.

6. Eliminate other, obsolete provisions of the Code relative to teacher credentialing.

Language forthcoming.

7. Modify the date for the CTC report delineating the number of credentials, internships, and emergency permits.

AB 471 (Scott), Chapter 381, Statutes of 1999) requires the CCTC to provide state policy makers regular information on the nature, extent and scope of the teacher shortage, including the number of credentials, internships and emergency permits. In order to provide the Governor and Legislature with complete information concerning California teachers we are seeking to change the reporting date to April 15th of each year, so that it is consistent with data reporting cycles:

Bill language:

44225.6 (a) By January 10 April 15 of each year, the commission shall report to the Legislature and the Governor on the number of classroom teachers who received credentials, internships, and emergency permits in the previous fiscal year.



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: FPPC-1

Committee: Fiscal Planning & Policy

Title: Update on the Management Study Mandated by the 1999 Budget Act

✓ Information

Prepared by: Karen Romo, Staff Analyst
Business and Fiscal Services

BACKGROUND

The Commission's budget as contained in the 1999 Budget Act includes a provision that requires the transfer of up to \$250,000 to the Legislative Analyst's Office for the purpose of contracting for a comprehensive management study of the Commission's organizational structure and credential processing protocols. This item provides an update on the progress of this management study.

SUMMARY

In January 2000, MGT of America (MGT), the management study contractor, provided the Commission's Senior Managers with the following preliminary findings and recommendations to be included in the draft report due to the Legislative Analyst's Office, the Department of Finance, and the Commission on February 16, 2000:

Organizational Issues

- The Legislature should refrain from creating additional credential types.
- The Commission should consider establishing an executive-level Chief Information Officer position dedicated exclusively to information technology policy and operations.

Credential Program Administration

The Commission should:

- Process credential renewals online using Web technology and credit card charge acceptance.
- Redesign the credential application form and create a subject-matter course checklist.
- Improve communication with the field regarding credential requirements by using the Web and email more extensively.
- Require the use of Livescan transmission for all credential applicants who submit fingerprints.

Technology

The Commission should:

- Implement a comprehensive workflow solution using contemporary Web and database technology.

- Convert its records-management system from microfilm to digital imaging if both archiving and retrieval functions need to be performed.
- Replace the Credential Automated System's hardware and software.

Customer Service

The Commission should:

- Improve the clarity of its credential information.
- Enhance the quantity of credential information found on the Commission's Web site.
- Consider developing telephone and Web methods for the submission and processing of credential applications.

Although MGT is still in the process of developing a recommended fee structure and evaluating current staffing levels, MGT has indicated that there are no anticipated delays in meeting the February 29, 2000, final report due date.

Staff will continue to provide Commissioners with periodic updates regarding the status of this management study.



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: FPPC-2

Committee: Fiscal Planning & Policy

Title: Second Quarter Report of Revenues and Expenditures for Fiscal Year 1999-2000

✓ Information

Prepared by: John Wahlstrom, Analyst
Business and Fiscal Services

BACKGROUND

As previously scheduled on the Commission's quarterly agenda calendar, staff is presenting the Commission's revenue and expenditure data through the end of the second quarter of Fiscal Year 1999-2000.

SUMMARY

The attached charts depict the Commission's revenue and expenditure balances as of December 31, 1999. The following notes provide explanations for certain key points:

Chart 1 - Revenue

- All of the revenue percentages were calculated as a ratio of the actual revenue collected compared to the amounts projected in the Fall of 1999.
- The revenue received and deposited in the Teacher Credentials Fund for fiscal year 1999-2000 is currently 10 percent over the Fall projection. Credential fees received in the first half of the year are traditionally higher than those received in the second half.
- Comparing the amounts received this year to the amounts received in the same period last year, total revenue for the Teacher Credentials Fund is down by \$1.1 million or 13 percent. This decline is attributable to (1) a reduction in the amount of fingerprint fees collected due to Livescan implementation and (2) a reduction in credential fees received from first-time applicants taking advantage of the fee-waiver program. Despite the reduction in revenue, the number of credential applications received has actually increased by 10 percent over the same period last year.
- Revenues collected and deposited in the Test Development and Administration Account include all funds actually received as of December 31, 1999. Fees for examinations administered in December 1999 (generally received four to six weeks after the exam) are not included in the chart. Therefore, the 43 percent collection rate (with one-half of the fiscal year completed) is in line with projections.

Chart 2 - Expenditures

- "Personal Services" costs expended in comparison with the budgeted amounts reflect salary savings accrued due to delays in filling new positions and difficulties experienced in recruiting qualified candidates in the Examinations and Research area.
- The total "Operating Expenses & Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to spend at a future date). Therefore, the expenditure level of 57 percent is

appropriate at this point in the fiscal year.

Staff is available to answer any questions the Commissioners may have.

Chart 1

Year-to-Date CCTC Revenue for FY 1999-2000

Quarter Ending December 31, 1999
(Dollars in Thousands)

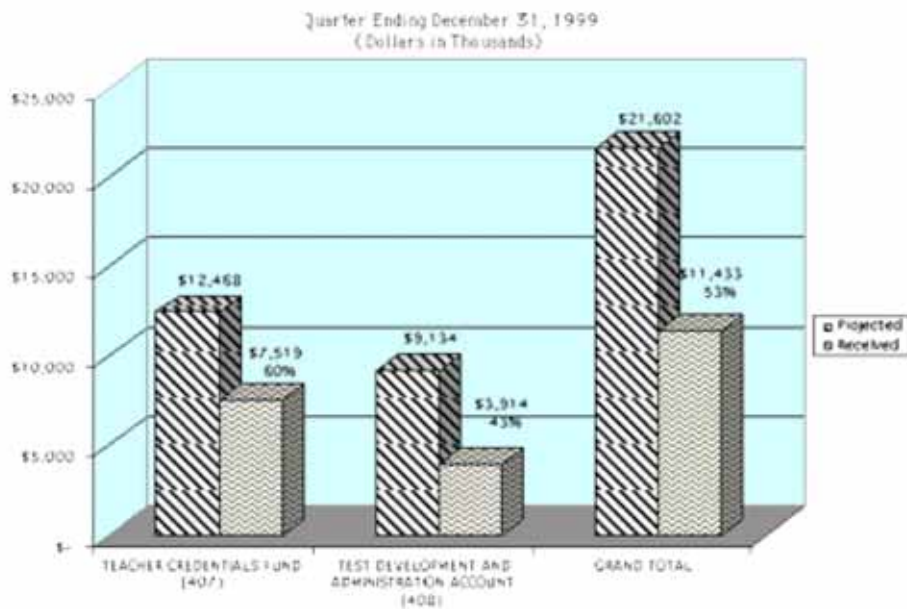
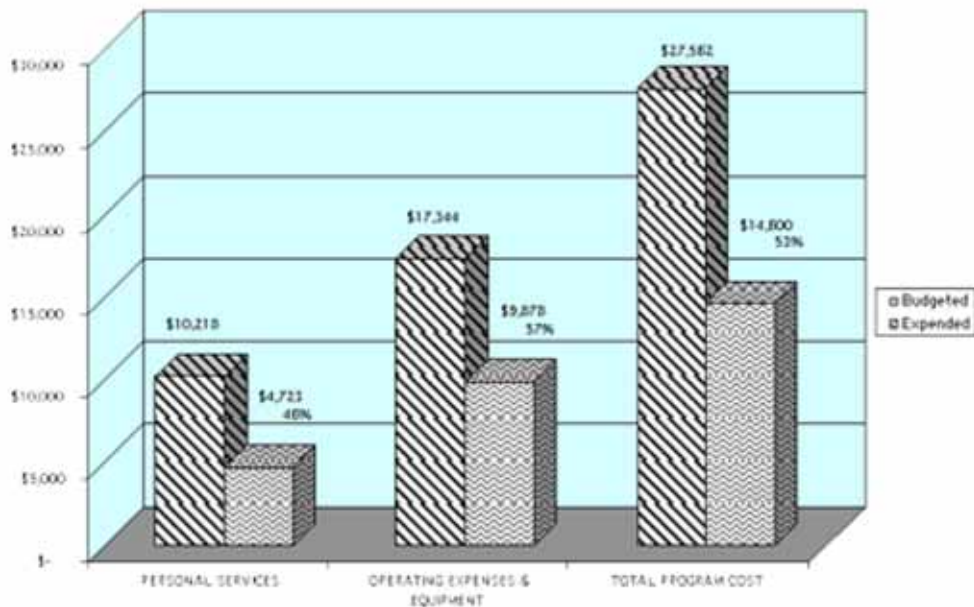


Chart 2

Year-to-Date CCTC Expenditures for FY 1999-2000

Quarter Ending December 31, 1999
(Dollars in Thousands)





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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: FPPC-3

Committee: Fiscal Planning & Policy

Title: Update on the 2000-2001 Governor's Budget

✓ Information

Prepared by: Karen Romo, Analyst
Business and Fiscal Services

BACKGROUND

On January 10, 2000, Governor Gray Davis submitted to the Legislature his proposed budget for Fiscal Year (FY) 2000-2001. This agenda item is intended to advise Commissioners of the salient points of the Commission's portion of that budget.

SUMMARY

Proposed Budget

(Dollars in thousands)

	1999-00	2000-01	Difference	
Total Budget	\$66,584	\$139,017	\$72,433	(109%)
State Operations	\$29,121	\$28,690	-\$431	(-2%)
Local Assistance	\$37,463	\$110,327	\$72,864	(194%)
Positions	188.3	204.9	16.6	(8%)

Budget Highlights

Governor's Initiatives:

- A General Fund proposal that includes \$52.9 million in local assistance and 10 positions to administer a new Credentialed Teacher Recruitment Program;
- An augmentation of \$20.8 million from the General Fund to expand the Alternative Certification Program to 5,400 additional participants and provide an increase in the intern grant level from \$1,500 to \$2,500 per intern; and
- An increase of one position, provided through the General Fund, to monitor the employment status of recipients of a new Governor's Teaching Fellowship.
- The proposed budget for BTSA has been increased from \$72 million in FY 1999-2000 to \$87 million in FY 2000-2001. These funds will continue to remain in the budget of the California Department of Education.

Commission-Initiated Budget Change Proposals:

- Additional staff support for Beginning Teacher Support and Assessment (BTSA) activities;
- The improvement of customer service through the implementation of a toll-free telephone number;
- Staffing increases to address workload growth in the Certification, Assignment and Waivers and Professional Practices Divisions;
- The improvement of Governmental Relations and Executive Office support functions; and
- Funding to cover the projected costs of teacher examination validity studies.

Budget Charts

The Commission's budget is presented visually in the following three charts that are attached to this narrative:

- **Chart One:** Depicts the total budget by State Operations and Local Assistance categories;
- **Chart Two:** Shows the funding of the State Operations portion of the budget; and
- **Chart Three:** Shows the breakdown of the Local Assistance portion of the budget.

Staff is available to answer any questions the Commissioners may have.

Chart One

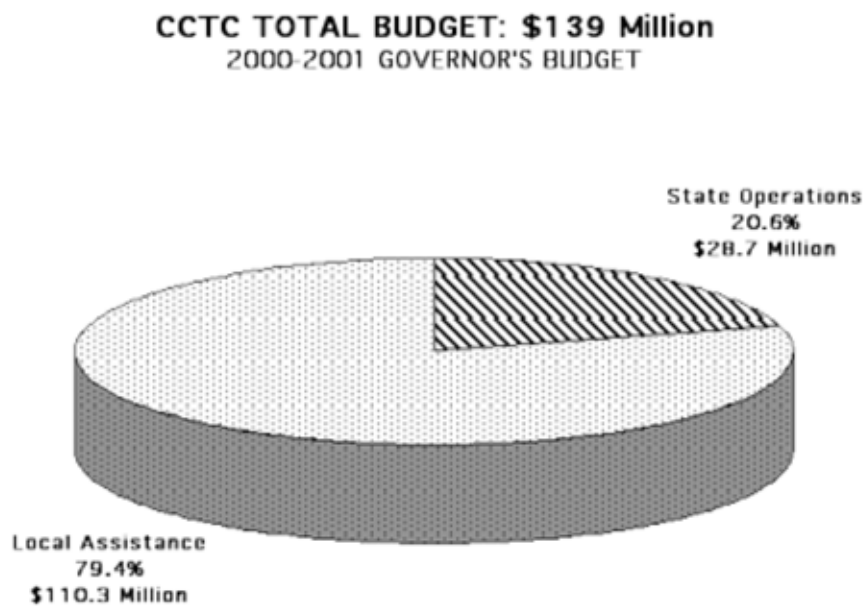
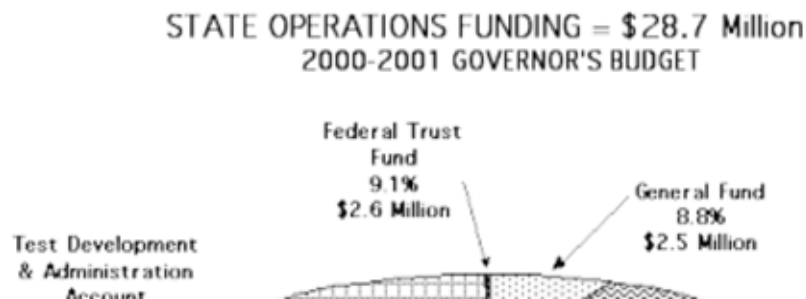


Chart Two



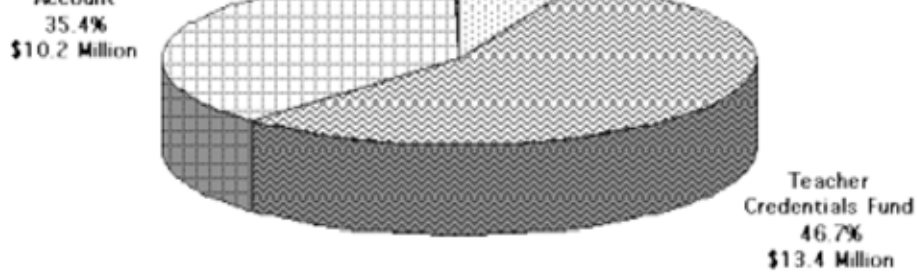
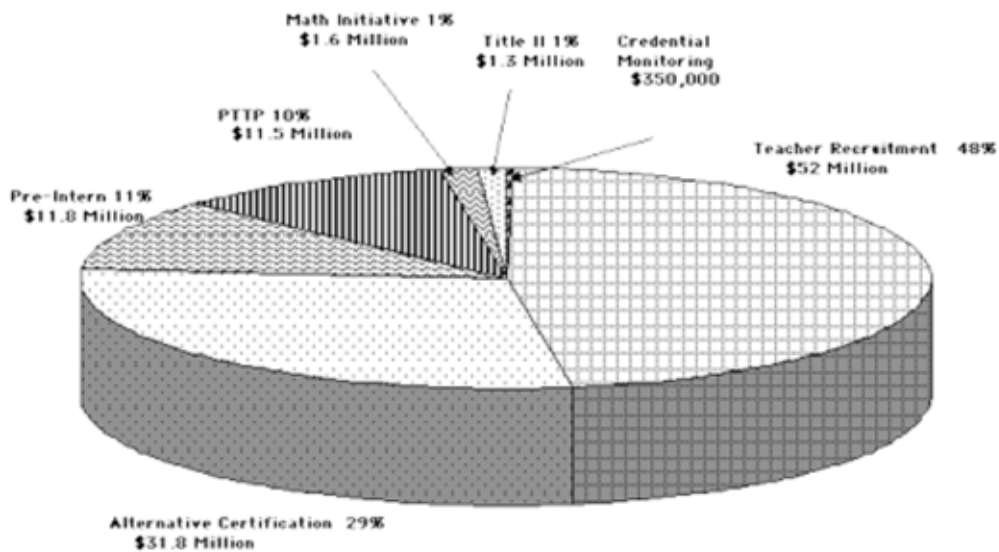


Chart Three

LOCAL ASSISTANCE FUNDING = \$110 Million

2000-2001 GOVERNOR'S BUDGET



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Proposed Plan for the Continued Administration and New Development of the Single Subject Examinations

✓ Action

Prepared by: Darya Callihan, Assistant Consultant
Professional Services Division

Summary of an Agenda Report

Proposed Plan for the Continued Administration and New Development of Single Subject Examinations

Professional Services Division
January 19, 2000

Overview of this Report

Prospective teachers can satisfy the subject matter competence requirement for Single Subject Teaching Credentials by either (a) completing a Commission-approved subject matter program or (b) passing Commission-approved subject matter examinations. For this purpose, the Commission uses exams from two testing programs: the *Praxis Series* exams administered by Educational Testing Service (ETS) and the *Single Subject Assessments for Teaching* (SSAT) administered by National Evaluation Systems, Inc. (NES). The Praxis exams will continue indefinitely to be administered nationally. The SSAT exams are administered by NES under two contracts with the Commission, both of which expire in August 2000.

In July 1999, the Commission approved a plan for completing validity studies of all the examinations used for teacher credentialing purposes. The validity studies of the single subject examinations are scheduled to be completed subject area by subject area over the next four or five years, and are expected to result in revised test content specifications and the need for the development of new examinations.

This agenda report proposes a plan to (a) continue using the Praxis and SSAT exams while (b) conducting validity studies, adopting new test specifications, and developing new single subject exams that would be gradually phased in, replacing the existing exams. The plan calls for a sole source contract with NES to continue administering the SSAT exams, and an RFP for the development and administration of exams based on the revised test content specifications.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective One: Develop candidate and program standards.

Objective Two: Develop and administer teacher assessments.

Fiscal Impact Statement

The costs of administering the SSAT exams and developing and administering new exams will be paid for through examinee fees pursuant to Education Code Section 44298.

Recommendations

1. Staff recommends that the Commission authorize the Executive Director to seek approval from the Department of General Services for and sign a sole source contract with National Evaluation Systems, Inc. (NES) for the continued administration of the *Single Subject Assessments for Teaching* (SSAT).
2. Staff recommends that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor for the development and administration of new single subject examinations based on test specifications to be adopted by the Commission.

Background

The Commission issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements for earning a Single Subject Teaching Credential is verification of subject matter competence. Prospective teachers have two alternative ways to meet this requirement: (a) completion of a Commission-approved program of subject matter preparation for teaching in the subject area, or (b) passage of the Commission-approved subject matter examinations. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of ensuring minimum levels of subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

The Commission-approved subject matter examinations for single subject teaching credentials are currently administered by two testing contractors in two distinct testing programs: Educational Testing Service (ETS) administers the Praxis II subject assessments in *The Praxis Series*, and National Evaluation Systems, Inc. (NES) administers the *Single Subject Assessments for Teaching* (SSAT). Candidates for single subject teaching credentials in twelve subject areas take the required constructed-response examination(s) through *The Praxis Series* and the required multiple-choice examination through the SSAT testing program. The entire subject matter examination requirements for thirteen additional Single Subject Teaching Credential areas are also included in the SSAT testing program.

In the late 1980s, the Commission embarked on a comprehensive effort to develop new subject matter examinations that not only align with the newly adopted subject matter program standards but also include a multiple-choice and a constructed-response (or performance assessment) component. From 1990 through 1993, new constructed-response examinations were developed by the Commission and ETS in the following subject areas: art, English, biology, chemistry, French, general science, mathematics, music, physical education, physics, Spanish, and social science. These subject matter examinations for single subject teaching credentials continue to be administered by ETS under an unlimited-term contract with the Commission, and are included among *The Praxis Series* of exams.

In November 1993, the Executive Director issued a Request for Proposals for the development of new multiple-choice examinations for the following eight single subject credential areas: English, biology, chemistry, general science, geoscience, mathematics, physics, and social science. Proposals for the development and administration of these eight examinations were received from ETS and NES, and the contract was awarded to NES in April 1994. The examinations developed pursuant to this contract with NES were

the first in the SSAT testing program, and were administered for the first time in December 1995.

To complete the development of the multiple-choice exam component for six additional subject areas, and to begin development of combined multiple-choice and constructed-response examinations for twelve single subject teaching credential areas, the Executive Director issued a Request for Proposals in October 1994. NES submitted the only proposal for this phase of exam development and administration, and the contract was awarded to NES in January 1995. In December 1996, examinations in the following subject areas were administered for the first time as part of the SSAT testing program: agriculture, business, health science, home economics, industrial and technology education, and six new examinations in languages other than English (German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese). One additional SSAT examination in the Korean language was developed by the Commission and NES in 1998, bringing the total number of SSAT examinations to twenty-five. The two contracts for the administration of the SSAT examinations from both phases of exam development expire on August 31, 2000.

Recent law (SB 2042) pertaining to the subject matter competence requirement stipulates that "the Commission shall ensure that subject matter standards and examinations are aligned with the state content and performance standards adopted for pupils." In July 1999, the Commission responded to the requirements of this law by approving a staff plan for completing job analyses and validity studies of all credential examinations currently used by the Commission. The approved plan calls for conducting the job analyses and validity studies of the subject matter examinations for Single Subject Teaching Credentials in several phases, beginning in 1999/2000. Based on the results of the validity studies, staff anticipates the need to draft new test specifications to guide the revision and/or redevelopment of the single subject examinations.

This agenda report proposes a plan to (a) continue using the current single subject examinations in *The Praxis Series* and SSAT testing programs while (b) conducting the validity studies, adopting new test specifications, and developing new single subject examinations that would be gradually phased in, replacing the existing examinations.

Proposed Plan

The need for the continued administration of the single subject examinations amidst the ongoing, concurrent review and potential revision of the exams calls for the two-part plan proposed in this agenda report. Among the contracts for the administration of the single subject examinations, only the SSAT are scheduled to expire and are, therefore, the subject of the first part of the proposed plan to continue administering the current examinations. The second part of the proposed plan responds to the need to develop and administer new examinations as a result of the scheduled validity studies by seeking Commission approval to release a Request for Proposal for new exam development and administration.

A Sole Source Contract for the Continued Administration of the SSAT

The two contracts for the administration of the SSAT expire on August 31, 2000, and the next scheduled administration of the exams to follow the expiration date would be in October 2000. Releasing a Request for Proposals (RFP) for competitive bidding on the continued administration of the SSAT does not appear to be a viable option for the following reasons.

The Commission has proprietary rights over only the insufficient number of SSAT test items developed exclusively for the SSAT testing program. Moreover, the SSAT exams will be gradually phased out over the next four or five years as completed validity studies yield new test specifications that will guide the development of new single subject examinations. Even if the Commission owned sufficient SSAT test items to warrant releasing a RFP for their administration, it is unlikely that any of the limited number of contractors who specialize in the administration of licensing examinations would bid for a contract to administer examinations that are being phased out of existence.

For these reasons, staff believes that the best solution is to pursue negotiating a sole source contract with NES for the continued administration of the SSAT through June 2004. If this plan is approved, the initial step in this process is to seek sole source approval from the Department of General Services. If this is obtained, staff will work with NES on the terms of the contract. In approximately April 2000, staff would describe the major terms of

the proposed contract to the Commission and seek Commission authority for the Executive Director to sign the contract.

Request for Proposals for New Exam Development and Administration

The second part of the proposed plan responds to the anticipated need to develop new single subject examinations as a result of completing the scheduled examination validity studies approved in July 1999. The validity studies plan for the single subject examinations includes the assistance of an outside contractor for conducting validity studies on the high-volume exams, while validity studies on low-volume exams will be conducted by Commission staff. Outside contractors for completing the validity studies on the high-volume exams will be sought through the standard competitive bidding process, following Commission approval to release each Request for Proposal.

The validity studies and subsequent development of new test specifications and new single subject examinations are estimated to be completed incrementally over the next four to five years according to the schedule in Table 1 on the following page.

Table 1: Estimated Schedule for Development of New Single Subject Examinations

Single Subject Area of Validity Study	New Test Specifications Adopted	New Examination Available
<ul style="list-style-type: none"> Mathematics Physical Education 	June 2001	March 2002
<ul style="list-style-type: none"> Art Music 	October 2001	July 2002
<ul style="list-style-type: none"> English Science: Biological Sciences, Chemistry, Geoscience, & Physics Social Science 	April 2002	January 2003
<ul style="list-style-type: none"> Languages Other than English: German, French, Japanese, Korean, Mandarin, Punjabi, Spanish, Russian, and Vietnamese 	October 2002	July 2003
<ul style="list-style-type: none"> Agriculture Business Health Science Home Economics Industrial & Technology Education 	October 2003	July 2004

Staff proposes releasing a Request for Proposals in late 2000 or early 2001 for the development and administration of all five sets of single subject examinations listed above. The RFP would call for the development of one examination per subject area that includes both the multiple-choice and constructed-response (or performance assessment) components. It is anticipated that development of the first new examinations in mathematics and physical education would commence upon the award of the contract in spring 2001, and the initial administration of the first two examinations (mathematics and physical education) would be in spring 2002. The single subject examinations currently in

use would be phased out over the course of the development and initial administration of the new examinations.

The proposed Request for Proposals would call for an approximate four and one-half year contract, the term of which would extend to June 2005. There are several advantages to entering into a single exam development and administration contract, as opposed to multiple contracts issued at different points in time. The most significant advantage would be having all the single subject examinations under the control of the Commission, administered by one testing contractor, with one required examination per credential area that includes both the multiple-choice and the constructed-response (or performance assessment) components. This one-contract structure is not only far more user-friendly to examinees by providing for a consistent set of administration policies and procedures (e.g., the same administration test dates for all exams), but also provides for greater test reliability.

The development of the single subject examinations would progress over time, in concert with the completion of the validity studies and the development of new test specifications. As newly developed exams become available, the current Praxis and SSAT exams would be replaced. By the end of the contract in June 2005, it is expected that all newly developed single subject examinations will have been administered for a least one year.



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PERF-2

Committee: Performance Standards

Title: Interim Report to the Legislature on the Beginning Teacher Support and Assessment Program

✓ Information

Prepared by: Terry Janicki, Ph.D., Consultant
Professional Services Division

Interim Report to the Legislature on the Beginning Teacher Support and Assessment System

Professional Services Division
Commission on Teacher Credentialing

January 20, 2000

Executive Summary

The BTSA Program is jointly administered by the California Commission on Teacher Credentialing and the Superintendent of Public Instruction. The two agencies are required by statute to evaluate the effectiveness of the BTSA Program within two years of full implementation and report the findings to the Legislature not later than January 1, 2000. Though the program has not yet experienced two years of full implementation, the attached interim report to the Legislature has been developed in order to inform lawmakers about the status of this program as other major reform initiatives are being considered.

The Interim Report includes a summary of data collected by the California Educational Research Cooperative (CERC) in their most recent evaluation of the program, data on the retention of teachers participating in the program, and a description of the key elements of the program. Appendices to the draft interim report include a list of all currently funded programs and a summary of the enabling legislation for the program. The draft report is being presented to the Commission for approval prior to being submitted to the Governor and Legislature.

Policy Issues to be Considered

Should the California Commission on Teacher Credentialing and the California Department of Education approve and submit to the legislature a report on Beginning Teacher Support and Assessment System effectiveness?

Fiscal Impact Statement

The costs of preparing this report are included in the base budget of the Professional Services Division.

Recommendation

That the Commission approve the attached Interim Report to the Legislature on the Beginning Teacher Support and Assessment System and authorize staff to transmit the report to the Governor and Legislature.

DRAFT

Interim Report to the Legislature on the Beginning Teacher Support and Assessment System

California Commission on Teacher Credentialing
California Department of Education

January 20, 2000

Interim Report to the Legislature on the Beginning Teacher Support and Assessment System

California Commission on Teacher Credentialing
California Department of Education

January 20, 2000

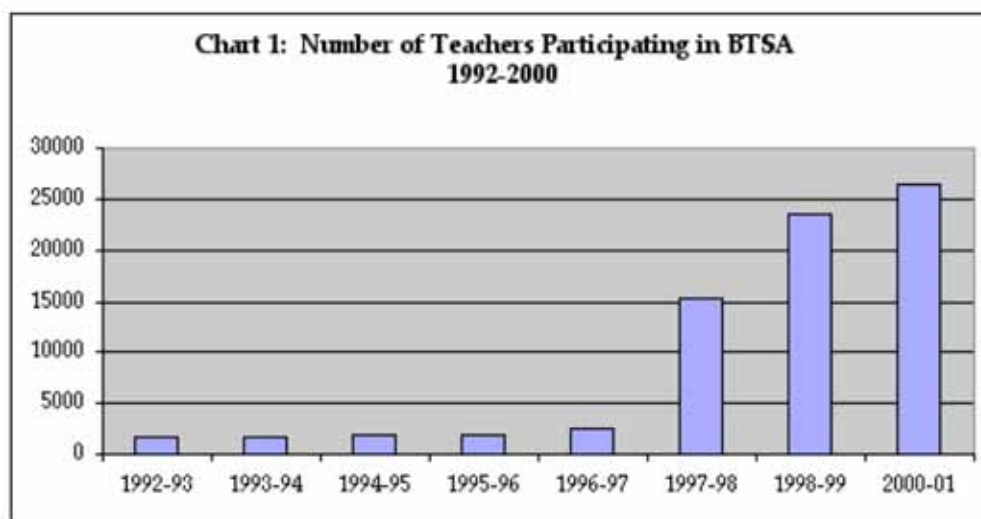
Because of the significant effects of teachers on student learning, the preparation and induction of new teachers into their professional roles are central elements in state education policy. There are many reasons for this policy emphasis, including a growing recognition that new teachers, even those with the best available pre-service training, are sharply challenged by the rigors of daily classroom life. Shifting demographic and economic conditions have brought large numbers of novice teachers into California's classrooms each year. Periodic regional teacher shortages and policy initiatives, like California's 1996 decision to substantially lower class size in the early elementary grades, place additional demands on public schools to find qualified teachers and create meaningful induction programs to assist them during their first two years of teaching.

The challenges that new teachers face are well documented. From their first day, most beginning teachers confront a stressful workload, difficulties of management and discipline, frequent encounters with at-risk children, and little or no information about their own performances. In addition, new teachers often lack support and feel professionally isolated. A 1992 study sponsored by the California Commission on Teacher Credentialing estimated that over fifty percent of classroom teachers in large, urban school districts quit the profession within five years. This represents a substantial loss of the resources, manpower and planning invested in teacher pre-service and in-service training programs.

Established by the Legislature in 1992 (SB 1422, Bergeson, Chapter 1245, Statutes of 1992) the Beginning Teacher Support and Assessment System (BTSA) was designed to meet the needs of new teachers during their first two years of teaching. The program has grown each year since its inception in 1992, and dramatically so since 1995. In 1999-2000, the Governor and Legislature included sufficient funds in the state budget to enable 23,500 first- and second-year teachers to participate in the program, which represents 90 percent of the eligible new teachers in California. Governor Davis' proposed budget for 2000-01 includes \$87.4 million for BTSA, which will allow 26,500 new teachers to participate in this program. [Chart 1](#) illustrates the growth in the BTSA Program since 1992.

In 1998-99, every school district in California was invited to participate in the BTSA Program. This year, 872 of the 1000 school districts in the State are participating in BTSA, either as lead sponsors of the program in their region or as members of a consortium. In

addition, 52 of the 58 county offices of education and 68 of 78 colleges and universities with accredited teacher preparation programs are participating in the program. BTSA is one of the state's largest and most effective and intensive professional development programs for teachers, and as such is a voluntary activity for teachers and school districts. Senate Bill 2042 (Alpert, Chapter 548, Statutes of 1998) requires the Commission to establish BTSA-like induction as a requirement for earning a Professional Teaching Credential when full funding for induction becomes available. When this requirement of SB 2042 is fully operational, it is expected that all local education agencies will participate in induction programs.



The BTSA Program is jointly administered by the California Commission on Teacher Credentialing and the Superintendent of Public Instruction. The two agencies are required by statute to evaluate the effectiveness of the BTSA Program within two years of full implementation and report the findings to the Legislature not later than January 1, 2000. Though the program has not yet experienced two years of full implementation, the Commission and the Superintendent are providing this interim report to the Legislature in order to inform lawmakers about the status of this program as other major reform initiatives are being considered.

The 1999-2000 Budget Act included \$500,000 for the Commission and the Superintendent to conduct an external evaluation of the BTSA Program. A contractor is currently being selected in the spring of 2000 to conduct the evaluation. The contractor will provide an interim report to the Governor and Legislature in January 2001 and a final report in January 2002. Pursuant to the Budget Act, the contractor will complete the following tasks:

- Examine the effect of program participation on increasing the knowledge and skills of beginning teachers, as measured by valid and reliable assessment tools;
- Examine the effects of this program on employment retention rates for teachers who complete the Beginning Teacher Support and Assessment system;
- Examine the impact of the program's statewide expansion on the quality of the program and its effects on participating schools; and
- Examine the organizational structure of the program at state and local levels and recommend improvements in its administration.

This Interim Report includes a summary of earlier evaluations of the BTSA system, data on the retention of teachers participating in the program, and a description of the key elements of the program. A list of all currently-funded program sponsors is included in [Appendix A](#), and a summary of the enabling program legislation is included in [Appendix B](#).

Summary of Evaluation Activities

Under contract with the Commission and the Superintendent, the California Educational Research Cooperative (CERC), based at UC Riverside, has examined the effectiveness of local BTSA Programs by administering surveys to beginning teachers, support providers, site administrators and BTSA staff during the past four years. Findings from the most recent (1998-99) survey indicate the following:

- Beginning teacher participants have a high degree of career satisfaction and commitment, and increased confidence and comfort levels in their teaching skills,

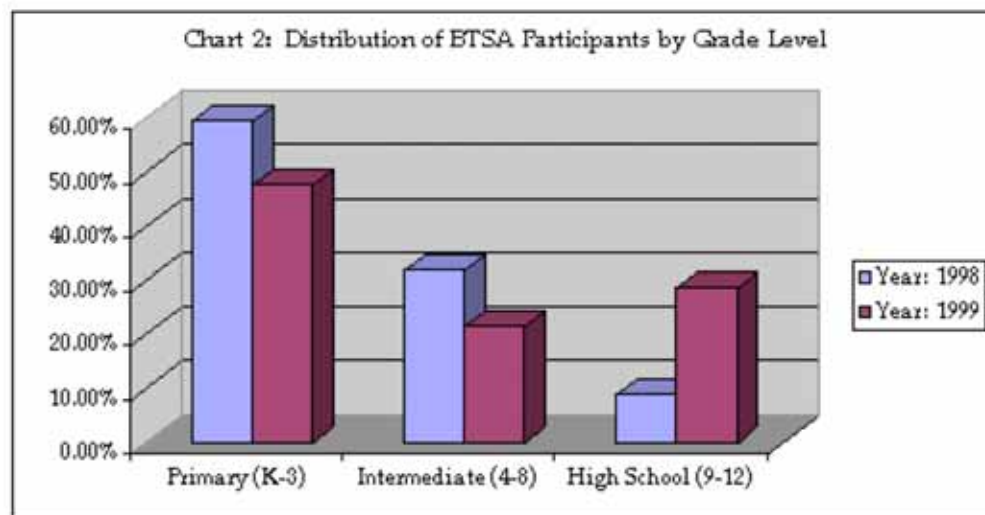
which they attribute to BTSA.

- On a scale of 1 to 4, beginning teachers rated the impact of the program on the quality of their teaching to be extremely high (3.7) and support providers rated this effect to be even greater (3.8).
- The local BTSA Programs with the greatest impact on beginning teacher ability and confidence had strong commitments by local policy makers and program administrators to the mission of the program, and to the effective use of an intensive system of formative assessment.
- Overall, the survey results confirm that the current pattern of locally-administered programs using a variety of approaches to the individualized support of beginning teachers is successful in developing and retaining beginning teachers in the workforce, within the context of a structured, standards-based, high-accountability program model.

The following information from CERC's 1999 Statewide Evaluation provides information about four groups of participants and how their composition has changed over time. Program participants are categorized into the following four groups for the purpose of collecting annual survey information: (1) beginning teachers; (2) support providers; (3) site administrators; and (4) program staff.

Demographics. Both beginning teachers and their support providers are more likely to be female and younger than site administrators. Local BTSA Program staff is 86.3 percent female, similar to the support provider group, but tends to be older. All groups are predominantly Caucasian. Hispanics/Latinos are highly represented among BTSA participants, Asian Americans are also present in larger numbers among the beginning teachers, but African Americans have a lower representation among the new teachers than within the ranks of more experienced educators. Importantly, while the actual number of Hispanics/Latinos steadily increased during the previous three years of BTSA, in 1999 their proportional representation dropped by three percent across all role groups (from 18.8 percent in 1998 to 15.8 percent in 1999). A similar declining pattern is found across all non-white ethnic groups. This change, no doubt, reflects the fact that early BTSA Programs were concentrated in urban, ethnically diverse school systems. As BTSA expands, it appears that participants are becoming more representative of the entire teaching workforce, primarily because 87 percent of all districts are in the program.

Teaching Assignment. Beginning teacher assignments are heavily concentrated in the early elementary grades as a result of class-size reduction. However, as [Chart 2](#) indicates, this emphasis on K-3 is beginning to "flatten out" as the initial effects of class size reduction recede. In 1999, nearly one-half (47.5 percent) of beginning teachers taught in the primary (K-3) grades. An additional 21.5 percent taught in intermediate, middle or junior high school assignments, and 28.7 percent in the high schools. This represents a dramatic shift in the distribution of teaching assignments among beginning teachers from 1998 when 59.5 percent taught in the primary grades, 31.7 percent in intermediate, middle or junior high, and only 8.9 percent in high school.



About one new teacher in seven (14.9 percent) has a specialized teaching assignment in special education, ESL/bilingual or other special classroom settings. Only 10.3 percent of the new teachers report having no English Language Learners (ELLs) in their classrooms;

25 percent report having more than 80 percent ELL students. Nearly 25 percent of the new teachers report that they can teach in a language other than English used by a significant group of students in their classrooms. This compares with just over 20 percent of the support providers who report having this same capacity.

More than 8 of every 10 beginning teachers participating in 1999 were in their first year of BTSA participation. More importantly, more than 60 percent of the support providers, 40 percent of the site administrators, and 38 percent of program staff report that this was their first year of BTSA participation.

Impact of Expansion. In three important respects, participation in local BTSA Programs has changed during the past year. First, the number of beginning teachers serving at the elementary level dropped from more than three-quarters (76.3 percent) in 1998 to just over two-thirds (67.2 percent) in 1999, compared with the just-less-than-half of teachers (47.9 percent) reported in 1996. Second, the number of program participants lacking full credentials has dropped from 35.9 percent in 1998 to 25.9 percent in 1999. And third, the number of beginning teachers using provisional or emergency permits has declined from 39.6 percent in 1998 to 24.2 percent in 1999, now that the less prepared teachers are being served in the Pre-Intern program which better meets their needs.

Two offsetting changes in the relationship between beginning teachers and support providers can also be seen in the multi-year data set. The number of beginning teachers being assessed by each support provider has declined from an average of nearly three to one in 1997 to less than two to one in 1999. On the other hand, the number of support providers reporting that they work on the same site as their beginning teachers declined from nearly 90 percent to just under 75 percent (73.7 percent). At the same time, the number of support providers who are in their first year of BTSA service has risen steadily from 45.3 percent to 63.2 percent. This last shift is largely the result of a rapid expansion in BTSA Program participation during 1997-98 and 1998-99.

New Teacher Retention Data

One of the most significant outcomes of the California New Teacher Project (CNTP), the pilot project that preceded the BTSA Program, was the ability of participating districts to retain teachers in the teaching profession. Studies conducted in the late 1980s and early 1990s indicated that some school districts in California typically lost up to 50 percent of their beginning teachers within the first five years of teaching. Districts participating in the CNTP pilot project, on the other hand, were able to demonstrate a new teacher retention rate of over 90 percent during the three-year study. While the BTSA Program is operating on a much larger scale than did the CNTP, **CERC data and data from the individual BTSA Programs indicate that teacher retention continues to be one of the most significant outcomes of this program.** Chart 3 provides information on new teacher retention data for the 1998-1999 academic year.

Chart 3: New Teacher Retention Data for the Year 1998-99				
Number of New Teachers Being Served September 1, 1998	Number of New Teachers Still Teaching June 30, 1999	Percent of New Teachers Still Teaching	Percent of New Teachers Teaching in the Same District	Percent of New Teachers Non-Re-elected
12,648	11,889	94%	91%	4%

(Data condensed from information provided by local programs in their Program Improvement Plans)

Chart 4 provides information on new teacher retention data over a two-year period, from 1997-1999. Only projects serving new teachers for two or more years are included in these data.

Chart 4: New Teacher Retention Data for BTSA Programs Reporting Data for Two Years, 1997-98 and 1998-99

Number of Individual New Teachers Being Served in 1997-98, 1998-99	Number of Individual New Teachers still Teaching June 30, 1999	Percent of Individual New Teachers still Teaching	Percent of Individual New Teachers Teaching in Same District
4,716	4,197	89%	86%

(Data condensed from information provided by local programs in their Program Improvement Plans)

Several districts that began implementing BTSA Programs in 1992/93 have maintained retention data from their first year with impressive results:

- In Santa Cruz, 90 percent of the beginning teachers in BTSA from 1992/93 are still teaching and an additional 8 percent have assumed administrative positions.
- In New Haven, 87 percent of the beginning teachers in BTSA are still teaching.
- In Fullerton Joint Union High School District, 90 percent in BTSA are still teaching.
- In Baldwin Park, 93 percent are still teaching.
- In Glendale, 90 percent are still teaching.
- In the Inland Empire/Riverside County, 92 percent are still teaching.

From 1992-1997, the Commission and the Superintendent did not have a formal statewide mechanism for collecting retention data. However, the existing local BTSA Programs did report retention data as part of their local evaluation activities. In 1997, the collection of retention data was formalized and standardized. The evaluation called for in the 1999 Budget Act will provide the Commission and the Superintendent with recommendations for improvements to this data collection activity.

Key Elements of the BTSA System

The effectiveness and quality of the BTSA System rests on two key elements that are now required in every local program. These two elements are (1) support and assessment, and (2) standards and accountability, each of which is summarized below.

Support and Assessment. In an effective BTSA Program, the support of beginning teachers includes site-based mentoring by an experienced colleague who is carefully selected, specifically oriented and thoroughly prepared for the role of "support provider." In this role, the experienced teacher answers the new teacher's questions, assists her in planning instruction, and guides the new teacher as she reflects on her own teaching practice. Early in the teacher's first year in BTSA, the new teacher's initial performance is assessed with the help of the California Formative Assessment and Support System for Teachers (CFASST). This assessment system produces reliable information about strengths and weaknesses in the new teacher's classroom work. These results are immediately translated by the support provider and the new teacher into a professional learning plan for the new teacher, which is called an Individual Induction Plan (IIP). In the ensuing weeks and months, the support provider encourages the new teacher to pursue the IIP, attends training classes with the novice teacher, and reviews the teacher's progress in improving her own teaching practice. Soon the new teacher's work is assessed again, and the results of the re-assessment are used to revise and update the IIP. As a result, the new teacher's efforts at professional improvement each semester are focused on areas of professional practice that are in greatest need of improvement.

Standards and Accountability. The support and assessment of each new teacher's practice are based on valid standards for judging the quality of instruction, which are called the *California Standards for the Teaching Profession* (CSTP). Developed by the Commission and the Department in close consultation with BTSA Program Directors and researchers at the University of California, the CSTP are the only detailed descriptions of effective teaching practice that have statewide validity throughout California. BTSA teachers and support providers use the CSTP constantly to talk about their teaching, revise and update their classroom work, assess their own progress in meeting the standards, and plan improvements in their work. In these ways, the BTSA Program is changing the "culture" of California public schools so new teachers recognize performance standards and accountability measures as useful professional tools, rather than intimidating intrusions into their "private work."

At the same time, local BTSA Programs are similarly accountable in relation to the *Standards of Induction Program Quality and Effectiveness*, which were adopted by the

Commission and the Superintendent after extensive consultations with induction researchers and practitioners. Unlike the six CSTP Standards, which describe effective teaching in California schools and classrooms (K-12), the thirteen BTSA Program Standards describe the qualities of highly effective induction programs for beginning teachers. As such, the BTSA Program Standards govern the quality of local program governance and administration, the selection and training of support providers, the care with which each new teacher's performance is assessed, and the thoroughness of each teacher's Individual Induction Plan. Using these BTSA Program Standards, the two state agencies require each local BTSA Program to (1) compile and analyze evidence that reflects on the quality of the local program, and (2) design and implement a local program improvement plan on an annual basis. In these ways, for both individual teachers and the local programs that support their success, the BTSA System relies more than any other California staff development program on high standards and high-stakes accountability for excellence and effectiveness as a condition for participating in the statewide program. Because of BTSA's emphasis on standards and accountability, as well as support and assessment, the BTSA System is "ready" to become the centerpiece of a comprehensive learning-to-teach system with a Level II Professional Credential as the incentive for each participating teacher.

APPENDIX A

Current Program Sponsors

In 1999-2000, pursuant to the 1999 Budget Act, the Commission and the Superintendent provided funding to 133 local education agencies to serve 23,500 new teachers in newly approved and continuing BTSA Programs. Most of these 133 programs represent consortia of school districts, county offices of education and colleges and universities. Pursuant to AB 1266, (Mazzoni, Chapter 937, Statutes of 1997), six geographic clusters were created in 1997-98. In order to accommodate the rapid expansion of the program, each cluster is "staffed" by a Cluster Consultant and a Professional Development Leader. All of the lead program sponsors are listed by geographic cluster on the next two pages. Column One lists the Cluster, Column 2 lists the Lead Program Sponsor, and Column 3 lists the numbers of colleges and universities (IHEs), school districts (SDs) and county offices of education (COEs) represented in each consortium. Blanks in Column 3 either represent programs that are not in a consortium or new programs for which there was no accurate count at the time of this report.

Cluster	Lead Sponsoring Agency	Co-Sponsoring Entities IHE's SD's COE		
Cluster 1 Northern/North Central	Benicia Unified School District	1	2	
	Butte County Office of Education		14	
	Davis Joint Unified School District	1	2	
	El Dorado County Office of Education	1	11	
	Lodi Unified School District		1	
	Manteca Unified School District	1		
	Marin County Office of Education	1	15	
	Modesto City School District	1		
	Napa County Office of Education		5	
	Oakdale Joint Unified School District			
	Placer County Office of Education		8	
	Sacramento City Unified School District			
	Sacramento County Office of Education	1	22	
	San Joaquin County Office of Education	3	7	
	San Juan Unified School District			

	Solano County Office of Education		1	
	Sonoma County Office of Education	4	29	3
	Stanislaus County Office of Education		22	
	Stockton Unified School District			
	Sutter County Office of Education		10	1
	Tehama County Office of Education	1	66	6
	Vacaville Unified School District	1	1	
Cluster 2 Bay Area/Central Coast	Alameda County Office of Education	1	2	
	Alum Rock Union Elementary School District			
	Campbell Union Elementary School District	1	1	
	Contra Costa County Office of Education	2	12	
	Fremont Unified School District			
	Milpitas Unified School District	1		
	Monterey County Office of Education		15	
	Mt. Diablo Unified School District			
	New Haven Unified School District		1	
	Newark Unified School District	2	3	1
	Oakland Unified School District			4
	Palo Alto Unified School District		1	
	Redwood City Elementary School District			
	San Francisco Unified School District	2		
	San Jose Unified School District			
	San Lorenzo Unified School District		1	
	San Luis Obispo County Office of Education	1	7	1
	San Mateo County Office of Education	3	7	
	San Mateo Union High School District			
	San Mateo-Foster City School District		1	
	San Ramon Valley Unified School District	3		
	Santa Barbara County Office of Education	3	11	
	Santa Clara County Office of Education I & II		3	
	Santa Clara Unified School District	3		
	Santa Cruz New Teacher Project		16	
	Sequoia Union High School District			
	Ventura County Office of Education	2	20	
Cluster 3 Central Valley/Inland Empire	Antelope Valley Union High School District			
	Bakersfield City Elementary School District			
	Central Unified School District			
	Chaffey Joint Union High School District	1		

	Chino Valley Unified School District	1		
	Clovis Unified School District	2		
	Corona-Norco Unified School District	1		
	Fontana Unified School District	1		
	Fresno County Office of Education	1	25	
	Fresno Unified School District	3		
	Greenfield Unified School District	1		
	Keppel Union School District			
	Kern County Office of Education		16	
	Kern Union High School District	1	1	

Cluster	Lead Sponsoring Agency	Co-Sponsoring Entities IHE's SD's COE		
Cluster 3 Central Valley/Inland Empire continued	Kings County Office of Education	5	11	1
	Lancaster Elementary School District		2	
	Madera Unified School District	2	3	
	Merced County Office of Education	2	18	
	Ontario-Montclair School District			
	Palmdale Elementary School District			
	Rialto Unified School District			
	Riverside County Office of Education		33	
	Riverside Unified School District			
	San Bernardino City Unified School District		1	
	Selma Unified School District	1	1	
	Tulare City Elementary School District	2	2	
	Tulare County Office of Education	1	17	1
	Visalia Unified School District	1		
	Westside Union SD	1		
Cluster 4 Los Angeles County	Alhambra City Elementary School District		1	
	Azusa Unified School District	3		
	Baldwin Park Unified School District			
	Beverly Hills Unified School District		1	
	Burbank Unified School District	1		
	Glendale Unified School District	2		
	Hacienda La Puente Unified School District	1		
	Inglewood Unified School District		2	
	Los Angeles Unified School District / CSULA		2	
	Lawndale Elementary School District		2	

	Lennox School District		4	
	Long Beach Unified School District	1		
	Los Angeles County Office of Education	7		
	Los Angeles Unified School District	1	1	
	Los Angeles Unified School District/Delta	2		
	Manhattan Beach Unified School District		3	
	Montebello Unified School District	1		
	Norwalk-La Mirada Unified School District	1		
	Pasadena Unified School District	1		
	Pomona Unified School District		1	
	Saugus Union Elementary School District	2	3	
	Temple City Unified School District			
	Torrance Unified School District	1		V
	Walnut Valley Unified School District			
	West Covina Unified School District	1	2	
Cluster 5 Orange, San Diego, Imperial	Anaheim City School District	1		
	Anaheim Union High School District	1		1
	Bellflower Unified School District			
	Buena Park Elementary School District	1	2	
	Cajon Valley Union Elementary School District		2	
	Capistrano Unified School District			
	Chula Vista Elementary School District	1		
	Downey Unified School District			
	Encinitas Union School District		4	
	Escondido Unified School District	1		1
	Fullerton Joint Union High School District	1		
	Grossmont Union High School District	1		
	Huntington Beach Union High School District			
	Imperial County Office of Education		21	1
	La Habra City School District		2	
	Newport-Mesa Unified School District			
	Oceanside Unified School District	1		1
	Orange County Department of Education	1	5	
	Placentia-Yorba Linda Unified School District	1		
	Poway Unified School District	1		
	Saddleback Valley Unified School District		5	
	San Diego City Unified School District	3		
	San Diego County Office of Education		7	

South Bay Union Elementary School District		5	
Sweetwater Union High School District			
Vista Unified School District	1		1

APPENDIX B

Enabling Legislation

The Beginning Teacher Support and Assessment (BTSA) Program was established by the Legislature and Governor Wilson as a result of a successful pilot study administered by the California Commission on Teacher Credentialing and the California Department of Education, which was called the California New Teacher Project (CNTP). Three major pieces of legislation in the last eight years have grown out of the CNTP and had a significant impact on the development, implementation and modification of the BTSA System. The major findings and recommendations of the CNTP, as well as the major provisions of SB 1422 (Bergeson, Chapter 1245, Statutes of 1992), AB 1266 (Mazzoni, Chapter 937, Statutes of 1997) and SB 2042 (Alpert, Chapter 548, Statutes of 1998) are summarized below.

The California New Teacher Project was a large-scale pilot project to test alternative models for (1) supporting and assisting the professional induction of first-year and second-year teachers, and (2) assessing their competence and performance in the classroom. During its "peak" year (1990-91), the CNTP included 37 local pilot programs; over the entire four years, more than 3,000 beginning teachers and more than 1,500 experienced teachers participated in the CNTP.

Because the California New Teacher Project was seen primarily as a pilot effort to inform future policy directions, significant time and resources were devoted to evaluation and research activities over the course of the four years. Lawmakers required that each alternative program of support and assessment be evaluated in terms of the following criteria:

- effectiveness at retaining in teaching those individuals who show promise of becoming expert professionals;
- effectiveness at improving the pedagogical content knowledge and skills of the beginning teachers who are retained;
- effectiveness at improving the ability of beginning teachers to teach students who are ethnically, culturally, economically, academically, and linguistically diverse;
- effectiveness at identifying beginning teachers who need additional assistance and, if that additional assistance fails, who should be removed from the education profession;
- the relative costs of each method in relation to its beneficial effects; and
- the extent to which each alternative method of supporting or assessing new teachers would, if it were added to the other state requirements for teaching credentials, make careers in education more or less appealing to prospective teachers.

The California Commission on Teacher Credentialing and the California Department of Education were given joint responsibility to administer the California New Teacher Project and to monitor the ongoing research activities. On the basis of competitive bids, the agencies selected two highly qualified external contractors to complete the research and evaluation work. The Southwest Regional Educational Laboratory (SWRL) evaluated the 37 support programs for new teachers. The Far West Laboratory (FWL) for Educational Research and Development evaluated existing and alternative forms of new teacher assessment.

At the conclusion of each year of the CNTP, the two research laboratories (SWRL and FWL) submitted detailed research findings in extensive technical reports to the Commission and the Department. During the fourth year (1991-92), the findings of three years of work were carefully summarized, synthesized and presented to the Commission and the Superintendent of Public Instruction. The most significant findings of the three-year pilot study were summarized in a publication entitled, *Success for Beginning Teachers*, which was adopted by the Superintendent and the Commission and submitted to the Legislature.

The policy recommendations in *Success for Beginning Teachers* were the basis for **Senate Bill 1422** (Bergeson, Chapter 1245, Statutes of 1992), sponsored by the Commission in 1992, which created the BTSA Program.

Summary of CNTP Pilot-Study Findings. In the final report of the CNTP, the Commission and the Department reported several significant findings. Fewer than half of California's school districts provided the support and training that beginning teachers need to become better teachers, remain in the teaching profession, and help their students become better learners. In addition, the current assessments of prospective and novice teachers did not effectively assure the public that teaching credentials were granted only to competent individuals. The CNTP demonstrated that intensive support, continued preparation and informative assessments of teachers in their first professional years resulted in significantly better instruction for students.

The pilot study report, entitled *Success for Beginning Teachers: The California New Teacher Project*, included the following policy recommendations:

"To increase beginning teacher success and effectiveness, state education policies governing teacher preparation, induction, credentialing and professional development need to be redesigned to provide for a better transition from student of teaching to the role of teacher. California needs to establish an integrated system of new teacher support and assessment, beginning with university preparation and continuing through induction into teaching. More effective induction of new teachers would include a gradual introduction to the norms and responsibilities of teaching, advice and assistance from experienced colleagues, and useful information about each teacher's performance compared to established expectations for what beginning teachers should know and be able to do. Sufficient state and local resources, including new funds as they become available, must be committed to the success of beginning teachers."

The 1992 Budget Act included \$4.9 million for grants to initiate this new state program in local schools. In 1992-93, fifteen local programs were funded in a competitive selection process designed to identify the most promising programs of support and assessment for new teachers. One year later (1993-94), a second invitation led to the selection of fifteen additional programs in districts and counties that were not included in the initial grants. From 1993-94 until 1995-96, the Department and the Commission maintained funding for the thirty BTSA Programs. During these years, there were no opportunities to create new programs or to expand existing programs because of limitations in state budget resources.

Statutory Purposes of the BTSA Program. In 1997, the Legislature and Governor Wilson enacted **Assembly Bill 1266** (Mazzoni, Chapter 937, Statutes of 1997), which established the following purposes of the BTSA System.

- To provide an effective transition into the teaching career for first-year and second-year teachers in California.
- To improve the educational performance of students through improved training, information, and assistance for new teachers.
- To enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
- To ensure the professional success and retention of new teachers.
- To ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.
- To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.
- To establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.
- To examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
- To ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher.
- To ensure continuous program improvement through ongoing research, development, and evaluation.

Since 1997, the number of BTSA Programs serving new teachers has more than doubled. BTSA expanded from thirty-four programs in 1997 to sixty-four programs in the spring of 1998. By July 1, 1998 there were eighty-four programs in operation and by July 1, 1999 there were one hundred and thirty- three BTSA Programs serving new teachers in California. The number of new teachers being served also expanded from 5,200 new teachers in 1997 to over 23,500 first and second year teachers being served July 1, 1999, with \$72 million in state funding being provided.

In addition to creating the BTSA Program, SB 1422 required the Commission to conduct a comprehensive evaluation of the requirements for earning and renewing multiple and single subject teaching credentials. This comprehensive study was intended to be the basis for making induction a requirement for earning a Professional Clear Teaching Requirement. The Commission assembled a broadly representative advisory panel to conduct the review. The final recommendations of this advisory panel were published in 1997 by the Commission in a report entitled *California's Future: Highly Qualified Teachers for All Students*. The recommendations of the SB 1422 Advisory Panel were the basis for Commission sponsored legislation in 1998, **SB 2042** (Alpert, Chapter 548, Statutes of 1998). SB 2042 established a new structure for basic teaching credentials, and made completion of an approved induction program a requirement for earning a Professional (Level II) Teaching Credential. This provision of law was not to take effect unless and until full funding for the BTSA Program was made available in the State Budget. This year, for the first time, the proposed budget for 2000-2001 provides full funding for the BTSA Program, which will enable over 26,500 first and second year teachers to participate in this powerful induction system. As the Commission and the Superintendent bring BTSA fully on-line, the vision for new teacher induction that was launched in the California New Teacher Project is being fully realized.



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Recommendations Related to the AB 1620 Reciprocity Study and Approval to Schedule a Public Hearing

✓ Action

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Professional Services Division

Recommendations Related to the AB 1620 Reciprocity Study and Approval to Schedule a Public Hearing

Professional Services Division
December 20, 1999

Executive Summary

The periodic review of teacher preparation outside of California required by Section 1 of Assembly Bill 1620 is a multi-step process that includes a review of each state's accreditation procedures, elementary and secondary pedagogical standards, special education teacher preparation standards, and subject matter knowledge requirements in thirteen teaching credential areas. This agenda report provides Commissioners with a seventh report regarding the AB 1620 Reciprocity Study. Included are the final recommendations of comparability based on the decisions of the AB 1620 Task Force at its January 2000 meeting, further recommendations of state comparability in subject matter requirements for beginning teachers of English, mathematics, multiple subjects (elementary education), and social science, and the initial recommendations of state comparability in subject matter requirements for beginning teachers of the sciences (biological science, chemistry, geoscience, and physics).

Fiscal Impact Summary

AB 1620 appropriated \$90,000 from the Teacher Credentials Fund for the 1998-99 fiscal year for expenditure by the Commission for the purpose of conducting a review to determine whether any state has established teacher preparation standards that meet or exceed California standards. Staff believes that these funds are sufficient to complete the initial reciprocity study and to initiate reciprocity agreements, but will not be sufficient to cover the on-going activities necessary to maintain reciprocity agreements with other states. Future budget enhancements would be necessary if the process is to be ongoing.

Recommendations

There are four recommendations in this agenda item. The AB 1620 Task Force recommends that the Commission approve the findings from its January meeting, that additional states are comparable in accreditation standards, elementary and secondary pedagogical standards, and in select areas of special education. Staff recommends that the Commission approve additional subject matter recommendations from the Phase I subjects (English, mathematics, multiple subjects, and social science) and the initial subject matter recommendations from the Phase II subjects (science: biological science, science: chemistry, science: geoscience, and science: physics). Finally, staff recommends that the Commission approve the scheduling of a public hearing to adopt Title 5 regulations to implement the provisions of the statute.

Background

For more than two decades the Commission has considered the issue of credential reciprocity. To this end it has participated in a variety of activities to interact with other states to develop agreements that might allow the Commission to accept candidates prepared by accredited out-of-state institutions approved by their state's department of education, commission or board. However, specific requirements in various states have created difficulties for teachers prepared in one state who seek certification in another state. Interstate agreements in past years have been limited in scope, and have ensured little, if any, credential reciprocity between the participating states. For instance, the Commission has signed with 39 other states as a member of the NASDTEC Interstate Compact. For many states this compact is primarily an agreement to work together and does not provide for specific reciprocal agreements for teacher credentialing and licensure. In fact, credential reciprocity has not been reachable in California under any prior or current interstate agreement.

In sponsoring AB 1620, the Commission has taken a major step in establishing reciprocity with other states. This legislation permits the Commission to enter into reciprocal agreements with those states that are determined to have comparable and equivalent teacher preparation standards to those required for teachers prepared in California. Education Code Section 44274 provides:

(a) The commission shall conduct periodic reviews, beginning in 1998, to determine whether any state has established teacher preparation standards that are at least comparable and equivalent to teacher preparation standards in California.

(b) When the commission determines, pursuant to subdivision (a), that the teacher preparation standards established by any state are at least comparable and equivalent to teacher preparation standards in California, the commission shall initiate negotiations with that state to provide reciprocity in teacher credentialing.

AB 1620 established Sections 44274, 44274.2, 44274.4, and 44274.5, introducing several provisions related to the California certification of teachers prepared in other states. At its November 1998 meeting, staff presented a plan for implementing elements of the law that apply to teachers with three to five years of teaching experience. The Commissioners approved this plan, staff has implemented the plan, and the Commission is now able to grant credentials to those teachers who verify that they meet the requirements established for experienced teachers in these sections.

Section 1 of AB 1620 (EC§44274) requires the Commission to conduct periodic reviews, beginning in 1998, to determine whether any state has established teacher preparation standards that are at least comparable and equivalent to teacher preparation standards in California, and to initiate negotiations with these states to provide reciprocity in teacher credentialing. If this determination is made, Section 1 of the bill requires the Commission to issue an equivalent teaching credential, permit or certificate to an applicant holding or qualifying for a teaching credential, permit or certificate awarded by a state that has entered into a reciprocity agreement with the Commission. Section 1 of AB 1620 requires the Commission to grant an appropriate credential to any applicant from another state who has completed teacher preparation equivalent to teacher preparation standards in California, whether a reciprocity agreement with other states is pending completion or the other state has declined to enter into a reciprocity agreement with California.

During September and October 1998, members of the California Commission on Teacher Credentialing (CCTC) reciprocity management team met to determine ways to obtain standards and procedural documents from other states and to determine the extent to which other states' standards and procedures were both comparable and equivalent. In November of that year, letters of request for information were sent to the other forty-nine states and the District of Columbia by the Executive Director. Letters were also sent to selected out-of-state universities that were identified by other state Departments of Education, Commissions or Professional Boards. To date material has been received from forty-eight states and from several out-of-state universities and colleges.

A nineteen-member Reciprocity Task Force was formed in November 1998 to identify procedures for determining equivalency and comparability of other states' standards, guidelines and procedures for preparing elementary, secondary and special education teachers. Task Force members were identified by Commission consultants who have responsibility for the special education panel, accreditation teams, and standard-setting panels. Individuals were identified who have extensive professional experience and expertise in the standards areas being analyzed and reviewed. The Commission's procedures, as stated in the Policy Manual, were followed to ensure gender, ethnic, racial and geographic balance in K-12 schools and in higher education. Most importantly, the individuals involved needed to have a professional reputation for being able to make holistic, qualitative professional judgments regarding the comparability of standards. The Task Force has met ten times for two days in January, February, March, April, May, June, September, October, November 1999, and in January 2000, to develop and implement procedures for determining comparability. To date the Reciprocity Task Force has reviewed accreditation and program standards for forty-eight states.

A third component of the review of other states' teacher preparation requirements is the review of the subject matter (or content knowledge) requirements. The review of subject matter requirements commenced in March 1999, with the approval of a contract with Linda Wurzbach of Resources for Learning. Ms. Wurzbach is conducting the subject matter comparability studies in three phases: Phase I includes the English, mathematics, multiple subjects (elementary education), and social science credential areas; Phase II covers the subjects required for the four science credential areas: science: biological science, science: chemistry, science: geoscience, and science: physics; and Phase III comprises the art, French, music, physical education, and Spanish credential subject areas. In November 1999 and January 2000, Commission staff presented recommendations based on the completed subject matter analyses in English, mathematics, multiple subjects, and social science. In this report, further recommendations of comparability in these four subject areas and initial recommendations of comparability in the Phase II subject areas are presented. In March, staff expect to present recommendations of comparability in the Phase III subject areas and a comprehensive report of the subject matter comparability recommendations in all thirteen subject areas.

Recommendations

Following are four recommended actions for this agenda report.

- 1. That the Commission approve the findings of comparability in accreditation procedures for Iowa and South Dakota; elementary and secondary pedagogical preparation for Florida, Indiana, Iowa, Michigan, North Dakota, Pennsylvania, and South Dakota; and comparability in select areas of special education for Arkansas, Delaware, Indiana, Iowa, Maryland, Massachusetts, Oklahoma, South Carolina, South Dakota, Virginia, and Wyoming.
- 2. That the Commission approve the recommendations of subject-matter comparability in the Phase I subject areas:

- English:** Florida, Indiana, Michigan, and Pennsylvania
- Mathematics:** Florida, Indiana, Michigan, and Pennsylvania
- Multiple Subjects:** Indiana
- Social Science:** Florida, Indiana, and Pennsylvania

- 3. That the Commission approve the recommendations of subject-matter comparability in the Phase II subject areas:

- Science:** Georgia, Illinois, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia
- Biological Science:**
- Science:** Georgia, Illinois, Indiana, Maryland, Missouri, North Carolina, South Carolina, Tennessee, Virginia
- Chemistry:**
- Science:** Colorado, Georgia, Illinois, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Tennessee, Virginia
- Geoscience:**
- Science: Physics:** Colorado, Georgia, Illinois, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia

- 4. That the Commission approve the scheduling of a public hearing to adopt the Title 5 regulations described later in this agenda report to implement the statute.

AB 1620 Task Force Recommendations

At its January 13-14, 2000 meeting, the Task Force recommended that the Commission approve the following comparability recommendations related to accreditation standards and procedures, elementary and secondary teacher preparation program standards, and special education program standards (see [Table 1](#)).

Table 1: Reciprocity Task Force Recommendations from January 2000

State	Task Force Recommendation
Arkansas	The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Deaf

	<p>and Hard-of- Hearing, Visual Impairments, and Early Childhood Special Ed.</p> <p>The following special education credential area was found to be comparable and equivalent for the clear credential: Language, Speech and Hearing.</p>
Delaware	<p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate and Visual Impairments.</p> <p>The following special education credential areas were found to be comparable and equivalent for the clear credential: Language, Speech and Hearing, and Audiology.</p>
Florida	Elementary and secondary standards were found to be comparable and equivalent.
Indiana	<p>Elementary and secondary standards were found to be comparable and equivalent.</p> <p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Deaf and Hard-of-Hearing, and Visual Impairments.</p> <p>The following special education credential area was found to be comparable and equivalent for the clear credential: Language, Speech and Hearing.</p>
Iowa	<p>Program accreditation procedures and eight common standards were found to be comparable and equivalent.</p> <p>Elementary and secondary standards were found to be comparable and equivalent.</p> <p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate (K-6), Moderate/Severe (K-6), Deaf and Hard-of-Hearing (K-6), Physical and Health Impairments (K-6), Visual Impairments (K-6), and Early Childhood Special Ed.</p>
Maryland	The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing, Visual Impairments, and Early Childhood Special Ed.
Massachusetts	The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing, and Visual Impairments.
Michigan	Elementary and secondary standards were found to be comparable and equivalent.
North Dakota	Elementary and secondary standards were found to be comparable and equivalent.
Oklahoma	<p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing, and Visual Impairments.</p> <p>The following special education credential area was found to be comparable and equivalent for the clear credential: Language, Speech and Hearing.</p>
Pennsylvania	Elementary and secondary standards were found to be comparable and equivalent.
South Carolina	The following special education credential areas were found to be

	<p>comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing, and Visual Impairments.</p> <p>The following special education credential area was found to be comparable and equivalent for the clear credential: Language, Speech and Hearing.</p>
South Dakota	<p>Program accreditation procedures and eight common standards were found to be comparable and equivalent.</p> <p>Elementary and secondary standards were found to be comparable and equivalent.</p> <p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Deaf and Hard-of-Hearing, and Early Childhood Special Ed.</p> <p>The following special education credential area was found to be comparable and equivalent for the clear credential: Language, Speech and Hearing.</p>
Virginia	<p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing, Visual Impairments, and Early Childhood Special Ed.</p> <p>The following special education credential area was found to be comparable and equivalent for the clear credential: Language, Speech and Hearing.</p>
Wyoming	<p>The following special education credential areas were found to be comparable and equivalent for the Preliminary Level I Credential: Mild/Moderate, Deaf and Hard-of-Hearing, Visual Impairments, and Early Childhood Special Ed.</p> <p>The following special education credential areas were found to be comparable and equivalent for the clear credential: Language, Speech and Hearing, and Audiology.</p>

AB 1620 Task Force Final Report

The following tables provide the Commission with a final report of the Task Force on the forty-nine states and the District of Columbia. The Task Force has met ten times since its first meeting in January 1999, and recommendations have been submitted to the Commission in seven monthly agendas beginning with March 1999. The Task Force has completed a review of accreditation and standards documents from forty-eight other states. Materials were not received or available from one state and the District of Columbia. [Table 2](#) shows a summary of the Task Force findings. [Table 3](#) displays the findings of comparability for each state in the areas of accreditation standards and procedures, elementary and secondary program standards, and special education program standards. [Table 4](#) provides the specific special education credential areas that were found to be comparable.

AB 1620 required the Commission to conduct periodic reviews of teacher preparation standards in other states. The January meeting of the Task Force concluded the initial review of other states' standards. The staff will bring recommendations to the Commission providing for ongoing review of other states' standards, as states revise their standards or as new materials become available for review.

Table 2: AB 1620 Task Force Review Status as of January 2000

Accreditation and Common Standards Team	
48 States Reviewed	39-Comparable
(no material for 1 state and the District of Columbia)	11-Not Comparable
Elementary and Secondary Standards Team	

48 States Reviewed	27-Comparable
(no material for 1 state and the District of Columbia)	23-Not Comparable
Special Education Standards Team	
48 States Reviewed	35-Comparable in Select Areas
(no material for 1 state and the District of Columbia)	15-Not Comparable

Table 3: AB 1620 Task Force Decisions by State as of January 13-14, 2000

State	Accreditation/Common Standards Team	Elementary/Secondary Standards Team	Special Education Standards Team
Alabama	Comparable	Comparable	Comparable in Select Areas
Alaska	Not Comparable	Not Comparable	Not Comparable
Arizona	Comparable	Comparable	Not Comparable
Arkansas	Comparable	Not Comparable	Comparable in Select Areas
Colorado	Comparable	Comparable	Comparable in Select Areas
Connecticut	Comparable	Not Comparable	Not Comparable
Delaware	Comparable	Comparable	Comparable in Select Areas
District of Columbia*	Not Comparable	Not Comparable	Not Comparable
Florida	Comparable	Comparable	Comparable in Select Areas
Georgia	Comparable	Comparable	Comparable in Select Areas
Hawaii	Comparable	Not Comparable	Comparable in Select Areas
Idaho	Comparable	Not Comparable	Not Comparable
Illinois	Comparable	Comparable	Not Comparable
Indiana	Comparable	Comparable	Comparable in Select Areas
Iowa	Comparable	Comparable	Comparable in Select Areas
Kansas	Comparable	Comparable	Comparable in Select Areas
Kentucky	Comparable	Not Comparable	Comparable in Select Areas
Louisiana	Comparable	Not Comparable	Comparable in Select Areas
Maine	Comparable	Comparable	Comparable in Select Areas
Maryland	Comparable	Comparable	Comparable in Select Areas
Massachusetts	Comparable	Not Comparable	Comparable in Select Areas
Michigan	Comparable	Comparable	Comparable in Select Areas
Minnesota	Not Comparable	Not Comparable	Not Comparable
Mississippi	Not Comparable	Not Comparable	Not Comparable
Missouri	Comparable	Comparable	Comparable in Select Areas
Montana	Comparable	Not Comparable	Comparable in Select Areas
Nebraska	Comparable	Comparable	Comparable in Select Areas
Nevada*	Not Comparable	Not Comparable	Not Comparable
New Hampshire	Comparable	Not Comparable	Comparable in Select Areas
New Jersey	Not Comparable	Not Comparable	Not Comparable

New Mexico	Comparable	Not Comparable	Comparable in Select Areas
New York	Not Comparable	Not Comparable	Not Comparable
North Carolina	Comparable	Comparable	Comparable in Select Areas
North Dakota	Comparable	Comparable	Comparable in Select Areas
Ohio	Not Comparable	Not Comparable	Not Comparable
Oklahoma	Comparable	Not Comparable	Comparable in Select Areas
Oregon	Comparable	Not Comparable	Comparable in Select Areas
Pennsylvania	Comparable	Comparable	Comparable in Select Areas
Rhode Island	Comparable	Comparable	Comparable in Select Areas
South Carolina	Comparable	Comparable	Comparable in Select Areas
South Dakota	Comparable	Comparable	Comparable in Select Areas
Tennessee	Comparable	Comparable	Comparable in Select Areas
Texas	Not Comparable	Not Comparable	Not Comparable
Utah	Comparable	Comparable	Comparable in Select Areas
Vermont	Not Comparable	Not Comparable	Not Comparable
Virginia	Comparable	Comparable	Comparable in Select Areas
Washington	Comparable	Comparable	Comparable in Select Areas
West Virginia	Not Comparable	Not Comparable	Not Comparable
Wisconsin	Comparable	Comparable	Comparable in Select Areas
Wyoming	Comparable	Comparable	Comparable in Select Areas

*Material was not provided or available.

Table 4: Findings of Comparability in Special Education by Credential Area¹

State	M/M²	M/S	DHH	PHI	VI	ECSE	CRS: AUD	CRS: LSH	CRS: SCA	CRS: O&M
Alabama	X	X	X	X	X	X		X		
Arkansas			X		X	X		X		
Colorado	X	X	X	X	X	X	X	X	X	X
Delaware	X				X		X	X		
Florida	X		X	X	X			X		
Georgia	X		X	X	X					
Hawaii	X	X								
Indiana	X		X		X			X		
Iowa	X	X	X	X	X	X				
Kansas							X	X		
Kentucky	X	X	X		X					
Louisiana	X	X	X		X	X				
Maine						X		X		

Maryland	X	X	X		X	X				
Massachusetts	X	X	X		X					
Michigan	X	X	X	X	X	X		X	X	
Missouri	X	X	X	X	X			X		
Montana	X									
Nebraska	X	X	X		X	X		X		
New Hampshire	X		X							
New Mexico	X									
North Carolina³	X	X	X		X	X	X	X		
North Dakota	X	X	X	X	X	X		X		
Oklahoma	X	X	X		X			X		
Oregon	X	X	X		X			X		
Pennsylvania	X	X	X		X			X		
Rhode Island	X	X	X		X	X	X	X		
South Carolina	X	X	X		X			X		
South Dakota	X		X			X		X		
Tennessee	X	X	X	X	X	X		X		
Utah	X	X	X		X	X				
Virginia	X	X	X		X	X		X		
Washington							X	X		
Wisconsin	X	X	X			X		X		
Wyoming	X		X		X	X	X	X		

¹The credential areas of Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education are for the Preliminary Level I Education Specialist Credential, unless otherwise specified.

²Please see key below for credential names.

³The credential area of Mild/Moderate was found to be comparable for the Professional Level II Education Specialist Credential.

M/M = Mild/Moderate Disabilities

M/S = Moderate/Severe Disabilities

DHH = Deaf and Hard-of-Hearing

PHI = Physical and Health Impairments

VI = Visual Impairments

ECSE = Early Childhood Special Education

CRS: AUD = Clinical Rehabilitative Services Credential: Audiology

CRS: LSH = Clinical Rehabilitative Services Credential: Language, Speech and Hearing

CRS: SCA = Clinical Rehabilitative Services Credential: Special Class Authorization

CRS: O&M = Clinical Rehabilitative Services Credential: Orientation and Mobility

Subject Matter Comparability Recommendations

Ms. Linda Wurzbach of Resources for Learning is conducting the comparability studies of the subject matter preparation requirements in other states. In November 1999 and January 2000, forty-five total recommendations of subject matter comparability were made in the Phase I subject areas (English, mathematics, multiple subjects, and social science). This agenda report includes twelve additional recommendations of state comparability in the Phase I subjects, and forty initial recommendations of comparability in the science credential areas. In March, staff expect to present recommendations of comparability in the Phase III subject areas (art, music, physical education, French, and Spanish), and a comprehensive report of the subject matter comparability recommendations in all thirteen subject areas.

Tables 5 and 6 on the following pages provide the Phase I and Phase II subject matter recommendations. Table 5 shows (in boldface type) the new comparability recommendations for February action and the previously approved recommendations for comparability in subject matter preparation in English, mathematics, multiple subjects and social science. Table 6 provides the initial subject matter recommendations in the Phase II science credential subject areas: biological science, chemistry, geoscience, and physics. All states listed in Table 5 and Table 6 have been deemed comparable in accreditation procedures and in elementary and secondary pedagogical standards.

Status of Comparability Studies

Table 7 below provides an overview of the current status of the recommendations for states with comparability in accreditation, elementary and secondary preparation, and subject matter requirements in the Phase I (English, mathematics, multiple subjects, and social science) and Phase II (the four science credential areas) subject areas. The number of potential state credentials that could be found to be comparable upon further staff review of documentation is also indicated.

As of this Commission meeting, ninety-seven total recommendations of subject matter comparability have been made. Eighteen states have been recommended or approved as comparable in one or more of the eight credential subject areas included in the Phase I and Phase II comparability studies. Ten states have been recommended or approved as comparable in all four of the Phase I subject matter areas, and eight states have been recommended as comparable in all four Phase II science areas. The following six states have been recommended or approved as comparable in all eight Phase I and Phase II subject areas: Georgia, Illinois, Indiana, Maryland, Tennessee, and Virginia.

**Table 5: Phase I Subject Matter Comparability
English, Mathematics, Multiple Subjects, & Social Science**

States Recommended or Approved as Comparable in Accreditation & Preparation Standards	Single Subject English	Single Subject Mathematics	Multiple Subjects	Single Subject Social Science
Alabama	X			
Arizona	X			
Colorado	X	X	X	X
Delaware	X	X	X	X
Florida	X	X		X
Georgia	X	X	X	X
Illinois	X	X	X	X
Indiana	X	X	X	X
Kansas	X			
Maryland	X	X	X	X
Michigan	X	X		
Missouri	X	X		X
North Carolina	X	X		X

Pennsylvania	X	X		X
Rhode Island	X	X	X	X
South Carolina	X	X	X	X
Tennessee	X	X	X	X
Virginia	X	X	X	X

**Table 6: Phase II Subject Matter Comparability
Biological Science, Chemistry, Geoscience, and Physics**

States Determined to be Comparable in Accreditation & Preparation Standards	Single Subject Science: Biological Science	Single Subject Science: Chemistry	Single Subject Science: Geoscience	Single Subject Science: Physics
Colorado			X	X
Georgia	X	X	X	X
Illinois	X	X	X	X
Indiana	X	X	X	X
Maryland	X	X	X	X
Missouri	X	X	X	X
North Carolina	X	X	X	X
Pennsylvania	X		X	X
South Carolina	X	X		X
Tennessee	X	X	X	X
Virginia	X	X	X	X

Table 7: Current Status of Phase I and II Comparability Studies

State Credentials	Phase I Credential Subject Areas				Phase II Credential Subject Areas			
	English	Mathematics	Multiple Subjects	Social Science	Science: Biological Science	Science: Chemistry	Science: Geoscience	Science: Physics
Recommended as Comparable in February	4	4	1	3	10	9	10	11
Approved as Comparable in November and January	14	11	9	11				
Total Recommended as Comparable	18	15	10	14	10	9	10	11
Potential to be Recommended as Comparable Upon Staff Review	9	8	3	9	8	4	3	5

Request for Approval to Schedule a Public Hearing on Proposed Title 5 Regulations

Background

At its January meeting, the Commission adopted emergency regulations to allow the immediate implementation of AB 1620. The Office of Administrative Law approved the implementation of these on January 19, 2000. Now the Commission must take action to call for a Public Hearing to adopt the implementing regulations under the normal policies of the Office of Administrative Law, since the emergency regulations are only effective for 120 days.

The following proposed regulations are essentially the same as the emergency regulations already adopted by the Commission, with the exception that these regulations specify the requirements for earning a professional clear Multiple or Single Subject Teaching Credential or a professional clear Level II Education Specialist Instruction Credential. The proposed regulations state that the holder of a preliminary Multiple or Single Subject Credential under these regulations will meet the requirements established in law for the professional level credential. Credential holders have the option of completing a fifth year of study or an approved induction program. They must also complete the required statutory requirements in health education, mainstreaming and technology. Individuals will not be held for these requirements or the fifth year if they have already completed the equivalent as evaluated by the certification staff, per Education Code §44227(e), or through the reciprocity study.

Once the Reciprocity Task Force completes its review of accreditation standards and elementary, secondary and special education program standards, it will review the material submitted by states to determine if comparability can be determined for the professional clear credential requirements of technology, health education, mainstreaming, fifth year and induction.

Proposed Title 5 Regulations

§80430.2. Comparable and Equivalent Teacher Preparation; Reciprocity.

- (a) The phrase "teacher preparation standards that are at least comparable and equivalent to teacher preparation standards in California" as used in Education Code Section 44274 shall mean teacher preparation in a state that has 1) comparable accreditation standards and procedures, 2) comparable multiple subject, single subject or special education program standards or requirements, and 3) comparable subject matter programs, as determined by Commission action.
- (b) All applicants for a credential pursuant to Education Code Section 44274 shall meet the requirements for California teacher fitness pursuant to Education Code Sections 44339, 44340 and 44341, and demonstrate basic skills proficiency pursuant to Education Code Sections 44252 and 44252.5.
- (c) This section shall govern applications submitted to the Commission on or after January 19, 2000, subject to Commission action approving comparability of state accreditation standards and procedures, comparable multiple subject, single subject, or special education program standards or requirements, and subject matter in one or more credential areas. Applicants who completed a teacher preparation program within three years prior to or three years immediately following the date of Commission action, and who hold or are eligible for a credential in the state where the program was completed, shall be eligible, under this section, for the appropriate credential as follows:
 - (1) five-year preliminary Multiple Subject Teaching Credential, or
 - (2) five-year preliminary Single Subject Teaching Credential, or
 - (3) certificate of eligibility or preliminary level I Education Specialist Instruction Credential; or
 - (4) professional clear Clinical or Rehabilitative Services Credential.
- (d) The minimum requirements for the professional clear Multiple Subject Teaching Credential or Single Subject Teaching Credential for those eligible under subsection (c)(1) or (c)(2) are all of the requirements in Education Code Section 44259(c) unless already completed per Education Code Section 44227(e) or approved under the comparability study established in Education Code Section 44274.
- (e) The minimum requirements for the professional clear level II Education Specialist Instruction Credential for those eligible under subsection (c)(3) are all of the requirements in Title 5 Section 80048.4.
- (f) An individual who has previously been issued a California Multiple Subject Teaching Credential, Single Subject Teaching Credential, Specialist Instruction Credential in Special Education, or Education Specialist Instruction Credential under another provision of the Education Code that pertains to teachers trained outside of California may be eligible for a credential under this section. The credential shall be issued for five years from the issuance date of the original preliminary or level I credential or for three years from the date of application, whichever is longer.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d), 44227, 44252, 44252.5, 44259, 44274, 44339, 44340, and 44341, Education Code.



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California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PREP-2

Committee: Preparation Standards

Title: Proposed Focused Review of Standards of Quality and Effectiveness for Administrative Services Credential Programs

✓ Action

Prepared by: Suzanne Tyson, Ed.D., Consultant
Professional Services Division

Proposed Focused Review of Standards of Quality and Effectiveness for Administrative Services Credential Programs

Professional Services Division
January 18, 2000

Executive Summary

Ten years ago, the Commission initiated a multi-year study of administrator preparation the resulted in the adoption of *Standards of Program Quality and Effectiveness for Administrative Services Credential Programs*. These standards now govern all administrator preparation programs in California. In light of recent reforms, such as the increasing emphasis on strengthening accountability for student achievement, and the many other changes taking place in the public schools of California, it seems practical to review the current standards for administrator preparation to ensure that they are up-to-date. This agenda report proposes a focused review of the current standards to be conducted by Commission staff and a task force/work group. The proposed review will also study the alignment of the standards with the national Interstate School Leaders Licensure Consortium (ISLLC) standards. Following the focused review, a report will be made to the Commission.

Policy Issues to be Resolved

Should the Commission approve a focused review of the Administrative Credential Program Standards? Should the Commission approve the formation of a task force/work group consisting of the existing Collaborative Discussion Group, enhanced by other members?

Fiscal Impact Statement

The Commission budget supports the cost of these activities. No augmentation of the budget will be needed for this focused review.

Recommendation

That the Commission approve a focused review of the Administrative Services Credential Program Standards to be conducted by staff and a task force/work group. The task force/work group will also be asked to study the alignment of the California program standards with the ISLLC standards and make recommendations about modifications in administrator preparation based upon the focused review.

Overview and Recommendations

Overview

The expertise of school administrators is essential for the reforms that have been initiated in California because school administrators have a direct influence on the quality of the teaching experience. In every improvement program, school administrators play a key role. The school administrator's interactions are crucial to the success of teachers and students. In the current era that emphasizes accountability, it is important to examine how school administrators are prepared and supported. It has been pointed out that the role of the school administrator has become more important during the last few years because administrator expertise is required to promote the continuous learning required by reforms. This report consists of three sections. The first section provides background information about the present standards and describes the current credential structure for the preparation of school administrators. This leads to a review in the second section of the content and performance standards movements and how they affect school administrators. The third section provides a review of recent activities related to the administrative credential standards and a rationale for the focused review of the *Standards of Quality and Effectiveness for Administrative Services Credential Programs*.

Staff Recommendations

- (1) That the Commission approve a focused review of the Administrative Services Credential Program Standards,
- (2) That the Commission approve the formation of a task force/work group consisting of members of the existing Collaborative Discussion Group supplemented by other stakeholders not currently represented.
- (3) That the Task Force study the alignment of the California standards to the Interstate School Leader Licensure Consortium standards.
- (4) That the Commission request the Task Force to recommend other modifications in administrator preparation arising from the review

Section One

Current Administrative Services Credential Structure

Background

Ten years ago, the California Commission on Teacher Credentialing initiated a thorough, multi-year study of administrator preparation both within California and throughout the United States. The study was conducted by Commission staff under the guidance of an expert advisory panel of school district administrators, site principals, professors, representatives from professional organizations and state level agencies, including the California Department of Education.

The report of the study, titled *An Examination of the Preparation, Induction, and Professional Growth of School Administrators in California* included policy recommendations from the advisory panel. The recommendations included a proposal to retain the two-level structure for the Administrative Services Credential that had been established in the early 1980's, but to modify the structure to eliminate identified weaknesses and respond more effectively to the professional development needs of aspiring and practicing administrators. The Commission adopted the policy recommendations and sponsored legislation (SB 322, Morgan) to modify sections 44270 and 44270.1 of the Education Code. The bill was passed by the Legislature, signed by the Governor and became effective January 1, 1994. The legislation put into place the legal framework for the structural changes of this revised design for administrator preparation.

The Commission continued the approach it had initiated in the late 1980s to move toward standards for credential programs. Special effort was made to redesign the policies of administrator preparation programs away from narrowly defined guidelines and competencies to broad standards of program quality. The Commission asked the advisory

panel to assist in the development of new program standards consistent with the legislation and the policy recommendations. The *Standards of Quality and Effectiveness for Administrative Services Credential Programs* were adopted by the Commission in March of 1995.

Both public and private post-secondary institutions were required to revise and up-date their administrative credential programs to meet the new standards. Program proposals responding to the standards were reviewed by a panel of experts in school administration prior to being recommended for initial accreditation. All preparation institutions were required to complete the re-certification process by September 1, 1998. Once re-certified, the programs are now reviewed on a regular basis through the Commission's on-site continuing accreditation process.

The most significant features of the revised standards were the changes made in the structure of Professional level program, the timeline for its completion and the provision for the inclusion of non-university activities in the Professional level program. The curriculum requirements for both levels were modified as a result of the study. Throughout both levels of the program, is an expectation of a high level of collaboration between preparing institutions and employing school districts.

Preliminary Administrative Services Credential and Preliminary Administrative Services Internship Credential (Tier I)

The major thrust of the Preliminary Administrative Services Credential (Tier I) Program is to prepare individuals to perform the responsibilities of entry-level administrative positions. The preparation standards include significant recognition of the diversity of California students and communities. Programs are required to provide an increased emphasis on the relationship between school, parents, and community. For admittance into the Tier I program, universities must consider the candidates' sensitivity to and related experiences with the needs of students, teachers, and other school personnel. Furthermore, universities must consider the candidates' sensitivity to diverse student populations found in California schools, particularly, individuals with disabilities and from those from diverse ethnic, cultural, and socio-economic backgrounds.

The preliminary level program requires that candidates be placed in appropriate field settings, under the supervision of effective supervising administrators. This calls for a high level of collaboration between school districts and universities in the placement of candidates in field settings that provide positive models conducive to the development of the prospective administrator.

The Commission's standards also provide an internship option. Under this option, the candidate is able to be employed by the school district in an administrative position, but is also involved in a university preparation program providing the curriculum and field experience as part of an "on-the-job training" model. The internship program requires ongoing collaboration between the institution and the employing school district in all areas of program design, implementation and evaluation.

At the conclusion of a university preparation program, the candidate is eligible to receive a Certificate of Eligibility for the Administrative Services Credential and is able to seek initial employment as an administrator. The Certificate signifies that the candidate has completed a preparation program and that the candidate is eligible for the Preliminary Level credential upon employment. Once employment as an administrator is achieved, a Preliminary Administrative Services Credential is issued and the "time-clock" for completion of the second level of administrative preparation begins.

Professional Administrative Services Credential (Tier II)

Upon being initially employed by a school district, the new administrator has five years to complete the professional credential (Tier II) program. During the first year of employment, a district representative, a university representative, and the new administrator cooperatively develop an individualized induction plan. The plan includes an initial assessment of the new administrator, the development of a targeted professional development program, a mentoring component, required university coursework, an individualized elective component, and a plan for final assessment. The elective component can include approved non-university activities or additional coursework. The induction plan and the mentoring component are intended to provide support and assistance for the newly

employed administrator.

The Professional Administrative Services Credential requires at least two years of experience as an administrator and concludes with an assessment in which the administrator, the district representative and the university representative again verify that all of the standards and requirements have been met. Induction plans may vary from individual to individual because of different career planning interests. The intent of this flexibility is to allow for special interests of the administrative candidate and the needs of the employing school district. Once the Professional Administrative Services Credential is earned, the holder is required to complete 150 hours of professional development every five years.

Section Two

Content and Performance Standards Movement: Implications for Administrator Preparation

Efforts to improve student achievement and teacher quality have led California and the rest of the nation to restructure K-12 education around content and performance standards. These efforts require expertise from school administrators in the areas of establishing and implementing high standards for students and teachers that will ultimately result in substantial improvements in academic achievement for students in California schools.

Standards for Student Achievement

The need for all students to master a common set of skills and knowledge has prompted most states, including California, to approve K-12 academic content standards. Appropriate and rigorous K-12 student academic content standards were approved in California in 1997-98. The work began with the development of Student Content Standards for Mathematics and English Language Arts, Science, and Social Studies. The public schools accountability legislation of 1999 (SB1X) focuses on the use of California student content and performance standards for academic achievement for all students in California.

National Standards Movement for Teachers and Administrators

The belief that teacher expertise is the main factor in improving student achievement provided the basis for the movement to improve teacher quality. At the national level the Interstate New Teacher Assessment and Support Consortium (INTASC) established teacher standards as a first step in improving teacher quality. Since teacher quality and student performance are dependent upon complex interactions between students and teachers and teachers and school administrators, administrator quality has also become an issue. To address concerns related to the quality of school administrators the Interstate School Leaders Licensure Consortium (ISLLC) has created national standards for school leaders. A brief review in this report lists California's contributions to the work of both INTASC and ISLLC.

Interstate New Teacher Assessment and Support Consortium - In 1988 California and Connecticut established the Interstate New Teacher Assessment and Support Consortium (INTASC). The purpose of this organization was to provide opportunities for states to discuss their work on beginning teacher assessment and support. INTASC currently operates under the auspices of the Council of Chief State School Officers in Washington D. C. California has been a participating member since its formation. INTASC has developed model core standards for initial teacher licensure and translated the core standards into content-specific standards. In developing the standards that define a common core of knowledge, skills, and dispositions for all beginning teachers, INTASC incorporated the work of a number of states including California, because California had begun to define teaching standards in *The Framework*, the precursor of *The California Standards for the Teaching Profession*. INTASC continued its work in the reform of teacher licensing by developing classroom performance assessments that are linked to the INTASC core and discipline-specific standards.

Interstate School Leaders Licensure Consortium - The Interstate School Leaders Licensure Consortium (ISLLC) is a consortium of state education agencies, postsecondary education institutions, and national educational organizations. As a consortium of states, ISLLC

operates, as does INTASC, under the auspices of the Council of Chief State School Officers in Washington D.C. The purpose of ISLLC is to promote standards-based education reforms related to the education, licensing and professional development of school administrators.

From 1994 through 1996 representatives from the State of California participated in the meetings of ISLLC. During this time ISLLC developed a set of six model standards for school leadership. The ISLLC standards describe a common core of knowledge, dispositions, and performances that link effective leadership to productive schools and enhanced educational outcomes for students. As the standards were developed, California representatives felt that Commission-approved *Standards of Program Quality and Effectiveness for Administrative Services Credential Programs* were consistent with the ISLLC standards. However, since the Commission had just recently adopted California's standards in 1995 and institutions were in the process of redesigning and re-certifying their programs according to those standards, further changes in the standards did not seem practical at that time.

Statewide Standards for the Teaching Profession

Across the country efforts are underway to make sure that teachers have the skills and knowledge to perform at an increasingly demanding level. A number of states are using teaching standards to improve teacher quality. The standards generally define a common core of knowledge and performances that all teachers in the state should be expected to exhibit. Increasingly, states are using the standards for classroom performance assessment of teachers. In California *The California Standards for the Teaching Profession* are currently being used principally for formative assessment purposes to ensure that California's teachers meet ever-increasing expectations.

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. Work on a descriptive framework of teaching was initiated for use in the California New Teacher Project (CNTP). The framework was refined and revised. This initial work was the first step in developing the California Standards for the Teaching Profession (CSTP). These standards, adopted by the Commission in 1997, set forth standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards guide teachers as they define and develop their practice. These standards were initially designed for new teachers, but they currently are used to guide the recruitment, preparation, assessment, licensure, induction, of teacher candidates and the professional development activities for the entire continuum of teachers. Using a developmental approach the standards are used in each stage of the Learning To Teach System that includes paraprofessionals, pre-interns, interns, credentialed beginning teacher participants from novice to advanced professionals in the state of California.

Performance Assessments

Performance standards are part of significant efforts in recent years to improve the quality of teachers and school administrators. Standards are viewed as the first step in creating the professional pool of teachers and administrators needed for our schools. However, the use of performance assessments that operationalize the standards is viewed as the next step in improving the quality of those who teach and administer in our schools.

Performance Assessments Under Development In California - Over the next year, the SB 2042 Advisory Panel is reviewing and rewriting all of the Commission's standards for Multiple and Single Subject Teaching Credentials. The SB 2042 Advisory Panel is providing advice to CCTC about a comprehensive, integrated set of new credential policies in three inter-related areas: (1) performance standards for teaching candidates, (2) standards for teacher education and induction programs, and (3) capacity-building initiatives to be sponsored by the Commission.

The performance assessment for Level I Teaching Credential Candidates required by Senate Bill 2042 will be a significant change in the licensure of teachers in California. This bill requires that each program of professional preparation for Preliminary (Level I) Multiple Subject and Single Subject Teaching Credentials include an assessment of each credential candidate's teaching performance. The Commission is in the process of developing a

teaching performance assessment that sponsors of professional preparation programs could use if they elect not to develop their own teaching performance assessment.

Performance Assessments Developed by ISLLC - After the ISLLC standards were adopted in 1996, the Consortium began a three-year process of developing assessments for both the initial licensure and the professional development of administrators. This resulted in an agreement with Educational Testing Service to provide a Principal's Licensure Assessment and a Re-licensure Portfolio based on the ISLLC standards. Subsequently, a number of states have examined the work of school administrators and defined what all school administrators should know and be able to do through statewide standards. The ISLLC standards and assessments have been used in some states to guide the development of a continuum for recruitment, preparation, assessment, licensure, induction, professional development, evaluation and advanced recognition of administrators.

Requirement for Performance Assessment by the National Council for Accreditation of Teacher Education (NCATE) - NCATE is incorporating the INTASC principles into its standards that are to be used in the national accreditation of teacher education programs. NCATE will be requiring a performance assessment as part of its redesign of accreditation standards. The concept is that teacher candidate content knowledge and ability to teach will become the primary factors in judging program quality rather than what courses are offered by the teacher preparation institution. Performance assessments for advanced credentials will also be required.

Section Three

Focused Review of the Standards for the Administrative Services Credential

Recent Activities

Although the current standards are working quite well and all fifty institutions offering administrator preparation programs have recently re-designed their programs to be consistent with the standards, some discussions have been initiated to consider administrator preparation in the light of conditions in our schools in 2000. During the past ten months, an informal collaborative group of representatives from the Association of California School Administrators, the California School Leadership Academy, California Department of Education, the California Commission on Teacher Credentialing and the California Association of Professors of Educational Administration have been meeting together. Discussion topics have included the perceived problems in recruiting new administrators, concerns about the adequacy of preparation of administrators for all types of schools, and administrator accountability. The group has also discussed issues related to the preparation, induction and professional development of school leaders.

Partial List of the Collaborative Discussion Group for Administrative Standards

Karen Kearney	Executive Director, California School Leadership Academy
Kathleen McCreery	Assistant Executive Director Association of California School Administrators
Laraine Roberts	Director Research & Development, California School Leadership Academy
Suzanne Tyson	Consultant, California Commission on Teacher Credentialing
Donald Kairott	California Department of Education
Larry Birch	Administrator, California Commission on Teacher Credentialing
Jose Lopez	California Association of Professors of Educational Administration, California State University, Hayward
Joe Jones	Assistant Executive Director, Association of California School Administrators
Dennis	Legislative Representative, Association of California School Administrators

Meyers	
Laura Canciamilla	Professional Development Executive, Association of California School Administrators
Tom Zack	Middle School Committee Chair, Association of California School Administrators
Sharon Millen	Elementary School Committee Chair, Association of California School Administrators
Linda Frost	Secondary School Committee Chair, Association of California School Administrators
Gerry Chartrand	Assistant Superintendent, Campbell Unified School District
Ellen Hancock	Brentwood Unified School District

This group has taken the position that there is an impending crisis in recruiting and retaining school administrators and is concerned about the traditional practice in many districts of viewing a credentialed administrator as a finished product. There is an awareness that current Commission standards address a supportive induction period during level two preparation. However, the group has expressed an interest in developing strategies for providing a developmental phase of learning-to-lead for administrators that extends learning during and beyond the level two credential program. Other findings of this group are that standards might help clarify the daily practice and purpose of school administrators, provide accountability, and provide a basis for formative assessment and summative evaluations. The Collaborative Discussion Group has also expressed an interest in developing California Standards for School Administrators that are based on ISLLC Standards.

Over the past year Commission staff members have been making plans to recommend a focused review of the administrative credential standards in the light of current conditions in the schools. Given the many changes taking place in the schools, it is likely time to revisit some aspects of the administrator preparation standards, consider if recent changes in the schools necessitate some adjustments in leadership preparation standards, and initiate appropriate "fine-tuning" of our California school leadership development continuum. Further, given the emphasis on standards-based movements taking place in California and the nation, Commission staff has made an effort to stay informed about these issues related to school administrator preparation. Additional recent activities include rejoining the ISLLC Consortium and attending the biannual meeting of this group. Membership in ISLLC gives California access to national information, sources about professional performance assessments, and collaboration on a wide range of issues related to the preparation of school administrators.

The California Commission on Teacher Credentialing is now asked to approve a formal task force/work group to conduct the focused review of licensure and professional growth issues related to the development of school leaders and to review and possible update the California standards. The task force/work group will consist of the individuals who have already been meeting together in the Collaborative Discussion Group, supplemented with other stakeholders not currently represented. Staff does not anticipate major changes in the structure or content of the programs, but do feel that the review is both timely and appropriate.

Rationale for Focused Review of Standards

Many aspects in the Standards for the Administrative Services Credential such as the two-tier credential are departures from traditional practice in other states. The standards appear to be working well, but it is time to examine them to make certain they are still up-to-date. The standards movement has been changing the context in which school administrators serve. In discussions with the collaborative group one thing has become increasingly clear: School administrators are charged with effecting the complex changes required by the current standards-based reforms. In this climate, the goal of strengthening school administrator skills and performance can easily be obscured by the movement for more accountability for schools and administrators.

The foundation provided by Commission-adopted standards for the Administrative Services Credential has been a critical first step in building a system to improve administrator quality. The next task is to decide what the next step should be, how the standards are being implemented, and what kind of professional support California can provide in order to upgrade the skills of its administrators. If the current standards can be fine-tuned to foster continuous positive growth for administrators, the state will be more likely to address the growing shortage of administrators. An analysis of credentials issued and renewed shows that there is not a shortage of credentialed administrators, but rather, based on comments from the field, there is an increasing number of credentialed administrators who elect not to assume an administrative position. This is particularly true with regard to the position of school principal. Recruiting and retaining administrators are concerns in schools that serve our lowest achieving students. Administrators who are not supported in the way the standards are envisioned may be even less likely to take positions in places where they are needed the most. According to Daresh and Playko, even after administrators assume their first position, some report being discouraged enough to consider leaving the profession. It seems necessary at this time of standards-based educational reform that school administrators be provided with adequate preparation, time for reflection, and opportunities to discuss school improvement with colleagues.

The task force/work group could provide a focused review of the standards. This would be one way to collect more information, to fine-tune the standards, and to verify that the standards provide effective preparation and support for school leaders. It would also provide an opportunity for the collaborative discussion group to study the standards in depth to formalize their own understandings of them. Increased understanding among professionals in the group who are supportive of California school administrators will serve as field support for Commission efforts on behalf of school administrators in the state.

The review also would study the alignment of *Standards of Quality and Effectiveness for Administrative Services Credential Programs* with ISLLC Standards. The task force/work group would determine if the two sets of standards were aligned. If the standards are not in alignment, the task force/work group would recommend to the Commission that the standards remain in their current form or that the standards be modified to reflect alignment with ISLLC Standards. This is an important activity that would enhance the usefulness of the California standards. Expertise of these professionals at this time is crucial in helping to move the current administrative standards from vision to solid implementation and from assumed compatibility with ISLLC standards to an assurance that the two sets of standards are aligned. Issues around the quality of administrative standards are typically confused with issues of implementing the standards. A focused review would dispel the confusion and knowledge gained through a review will engender a new confidence in the current standards and in the quality assurance system in place for the preparation and ongoing professional development of California's school administrators. The task force/work group would also make other recommendations to the Commission related to the credentialing of administrators arising out of this focused review.

Implementation Timeline for the Recommended Focused Review of the Standards for the Administrative Service Credential

February 2000	The staff develops an agenda for the Task Force and adds other participants to the existing Collaborative Discussion Group.
March -- June 2000	Task Force meetings.
July 2000	The Task Force presents a progress report to the Commission.
November 2000	The Task Force presents its final report to the Commission.



California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PREP-3

Committee: Preparation Standards

Title: Proposal to Issue a Request for Proposals for the Award of AB 496 Funds

✓ Action

Prepared by: Suzanne Tyson, Ed.D., Consultant
Professional Services Division

Proposal to Issue a Request for Proposals for the Award of AB 496 Funds

Professional Services Division
January 19, 2000

Executive Summary

On September 17, 1998, the Governor signed AB 496 (Lempert, Chapter 545), a bill sponsored by the Commission to address the shortage of teachers who are competent and certified to teach mathematics in K-12 schools.

This legislation was an outgrowth of a report issued by the Commission in October 1997 entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California*. In that report, it was noted that the need for fully qualified mathematics teachers outstripped supply by *at least* 3,794 teachers in 1995-96 and that demand and supply trends indicated that this gap would continue to widen substantially in the ensuing years. The serious shortage, coupled with the almost contemporaneous adoption of K-12 academic content standards in mathematics and the prospective adoption of instruments to assess students against those standards, underscored the urgency of taking positive action to ensure that every California pupil has a teacher who is fully qualified to teach the mathematics he or she is to learn.

To address this need, AB 496 enacted the California Mathematics Initiative to do three things:

- (1) Establish a program of grants to recruit and prepare math teachers;
- (2) Require the Commission to establish standards for the award of supplementary authorizations; and
- (3) Open an alternative, standards-based route to meeting requirements for the supplementary authorization.

In the Spring of 1999, the Commission awarded twelve grants to local education agencies, serving 442 teachers, pursuant to AB 496. Subsequently, Commission staff worked with an Advisory Panel to develop standards for programs leading to a supplementary authorization to teach mathematics. This item provides an update on the implementation of AB 496 and seeks Commission approval to issue a new Request for

Proposals.

Policy Issues To Be Addressed

Should the Commission approve the release of an RFP accompanied by Draft Standards for Supplementary Authorization in Mathematics for AB 496 funds?

Fiscal Impact Summary

AB 496 appropriated a total of \$1.580 million to fund the grant and loan forgiveness program (\$1.5 million) and the administrative costs of the Commission (\$80,000). The 1999-00 Governor's Budget proposes to continue this level of funding in 1999-00 in addition to a \$49,000 cost-of-living adjustment. Under the provisions of AB 496, the program is intended to be funded through 2003-04, a total of 6 years.

Staff Recommendation

That the Commission authorize staff to release a Request For Proposals (RFP) to disseminate the grant funds and establish the loan forgiveness programs.

On September 17, 1998, the Governor signed AB 496 (Lempert, Chapter 545), a bill sponsored by the Commission to address the shortage of teachers who are competent and certified to teach mathematics in K-12 schools. This legislation was an outgrowth of a report issued by the Commission in October 1997 entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California* in which the Commission documented the existing shortage, growing demand, and declining new supply of fully credentialed math teachers.

This agenda item is intended to refresh the background on the problem addressed in AB 496 and give the Commission specific information about the contents and requirements of AB 496.

Teacher Shortage. It is estimated that California will need upwards of 300,000 new teachers by the end of the next decade to replace retiring teachers and provide a sufficient number of teachers to school the burgeoning K-12 population and fully implement the Class Size Reduction program. While new teachers will be needed for every subject, staff thinks it is safe to assume that a substantial number will be needed to teach math in either self-contained classrooms or departmentalized settings.

Compounding this impending need for additional math teachers is the fact that California starts out with an *existing* shortage of teachers who are fully qualified to teach math, with shortages being especially pronounced in many urban and rural areas. The existing shortage was evidenced by the large number of teachers who are assigned to teach math under emergency permits and credential waivers, local assignment options, who are mis-assigned, or received their credentials and authorizations under previous, less rigorous standards governing subject matter preparation.

Finally, the 1997 Commission report also noted that the trend in supply of new credentialed math teachers is not favorable and only serves to exacerbate the current shortage and growing need for math teachers; specifically, that the issuance of single subject credentials in math and the number of students receiving degrees in math are both declining. The report concluded that in 1995-96, the need for fully qualified mathematics teachers outstripped supply by *at least* 3,794 teachers and that this gap would widen.

Developments in K-12 education reinforced the need to address the math teacher shortage problem. The NAEP test results showed that, in 1996, California students trailed in mathematics, scoring third from the bottom on a ranking with other States. During 1997 and 1998, the State Board of Education adopted pupil content standards in the core academic subjects, one being mathematics, which detailed what pupils are expected to know and be able to do, and began the process of adopting instruments to test pupils against those standards.

The notion that every K-12 pupil must have access to teachers who are qualified to effectively prepare students to meet the new academic standards came to critical mass for the Governor and the Legislature in 1997 and 1998, and numerous legislative initiatives,

including AB 496 in 1998, were enacted to address the issues of teacher qualifications and supply generally and the existing shortage, growing demand, and dwindling supply of math teachers specifically.

AB 496. AB 496 was enacted to increase the number of teachers who are competent and certified to teach mathematics in K-12 schools. AB 496 does three main things:

- Establishes a program of grants to local education agencies to increase the number of teachers who are competent and certified to teach math;
- Requires the Commission to establish standards for the award of supplementary authorizations, including those in mathematics, while maintaining the "unit and course work" route spelled out in regulation for earning a supplementary authorization in mathematics;
- Opens an alternative, standards-based route for candidates to meet the requirements for the supplementary authorization by permitting professional development programs to be approved to offer such preparatory programs.

Grant and loan forgiveness program

In 1998-1999 \$1.5 million in AB496 funds were granted to twelve local education agencies (LEAs) who were funded on the basis of a request for proposals process conducted by the Commission. In 1999-2000 the legislature appropriated an additional \$1.580 million for the second year of a six-year program of grants to be administered by the Commission. Local education agencies (school districts, consortia of school districts, and county superintendents of schools) that desire to receive a grant are required to submit to the Commission a plan to increase the number of teachers who are qualified and certificated in mathematics. The Commission is to determine the number and amount of grants to fund based on the availability of funds and the relative quality of the plans received.

The grants are to be used by LEAs to pay for tuition, academic fees, and textbooks required in course work and programs that meet state teacher preparation standards and lead to a credential, concentration or supplementary authorization in mathematics. First priority for this assistance is accorded to currently certified teachers who are teaching mathematics outside the authorization of their credential. Second priority is accorded to currently certified teachers who are teaching a non-shortage subject and who are not, but would like to be, certified to teach mathematics.

Teachers who avail themselves of the assistance provided in AB 496 will receive the assistance in the form of a loan which will be forgiven to the extent they fulfill a promise to teach math in one or more schools in the jurisdiction of the LEA for one year for every \$2,500 in financial assistance received. Teachers may receive financial assistance for no more than four consecutive years and not to exceed \$7,500.

Progress on Standards for Supplementary Authorization in Mathematics

AB 496 requires the Commission to establish standards for the award of supplementary authorizations, including supplementary authorizations in mathematics. In March 1999, the Commission's Executive Director selected a panel of experts to develop standards for the award of supplementary authorizations in mathematics. The panel met for an initial meeting in April 1999 and concluded its work on draft standards in December, 1999. The Commission approved the draft standards for field review in its meeting in December. Requests for responses to the Draft Standards were mailed to the field on December 16. Responses have been collated and recorded by the Commission's staff and reviewed by panel members. Panel member met on February 1, 2000 to review the responses. Based on their review, slight modifications have been made to the draft standards. At the March Commission meeting an item that presents an in-depth analysis of the field review comments will be included in the Commission's agenda. Also, in the March meeting Commissioners will be asked to approve the final version of the Standards for Supplementary Authorization in Mathematics.

Staff is requesting that the Commission approve the inclusion of the Draft Standards with the RFP to be released on February 17. Sending the draft standards on February 17 will allow the field more time to write AB 496 proposals based on the standards. When the final have been adopted by the Commission, staff will mail a copy of the final standards to each LEA that has submitted an Intent to Apply for funding. The following timeline will be followed:

February 17	RFP with draft standards mailed to the field.
April 27	Proposals for AB 496 funding due at the Commission
May 9, 10, 11	Proposals reviewed and funding decisions made
May 15-19	Negotiations with LEAs
June 8	Report to the Commission on the RFP process and funding decisions
June 15	Funding Letters mailed

Alternative Routes

AB 496 establishes two new options in the teacher preparation process. First, AB 496 provides an alternative to (and does not eliminate) the existing "units and course work" route that is spelled out in regulation for earning a supplementary authorization in mathematics. Under the new route, the Commission would approve, to the extent they meet standards, subject matter programs that are preparatory for a supplementary authorization. Candidates completing approved programs would be recommended by the preparing institution or program to the Commission to receive a supplementary authorization to their credential. This process would be virtually identical to the one used in recommending candidates for a full credential.

The standards-based, program-approval alternative will give the Commission greater assurance that the content and quality of the course work or program is appropriate to the authorization, and it will provide candidates who go an approved programs greater assurance that the course work they take will count toward the authorization they seek. In contrast, under the current "units and course work" option provided in regulation, candidates apply directly to the Commission to expand the authorization of their credential and, in doing so, must provide evidence that they have taken 10 upper division semester units or 20 total semester units which include courses in specific topics (e.g. college algebra, geometry). Commission staff makes the decision to award the supplementary authorization based on the documentation provided, but only *after* the candidate has completed the course work.

Second, AB 496 requires that the Commission recognize, for the purpose of awarding supplementary authorizations, completion of a highly intensive standards-based course of study provided by a professional development program. Essentially, this provision encourages professional development programs, like the California Mathematics Project, to develop highly intensive subject matter programs which meet Commission standards, are approved by the Commission, and prepare teachers to earn a supplementary authorization in mathematics. This new route will provide additional access - location, schedule, intensity - for candidates considering preparatory work in mathematics. AB 496 grant funds would be available to LEAs, which elect to send teachers through these alternative preparatory programs.



California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PREP-4

Committee: Preparation Standards

Title: School Age and After School Programs in California: Addressing the Need for Training, Certification, and Professional Development

✓ Action

Prepared by: Phyllis Jacobson, Ed.D., Consultant
Professional Services Division

School Age and After School Programs in California: Addressing the Need for Training, Certification and Professional Development

Professional Services Division
February 14, 2000

Executive Summary

The Commission has issued teaching and supervision permits for individuals working in state-funded child development programs since the 1960s. The recent proliferation of programs enrolling school-age children has brought about changes in the nature of the responsibilities of persons working in before-school, after-school and other school-age child care programs. The knowledge, skills, and abilities required to work effectively with school-age children go beyond what is presently covered in the Child Development Permit structure. This item proposes the approval of a modification to the current Child Development Permit structure to address the specific training, certification, and professional development needs of staff working with school-age children.

Policy Issues to be Resolved

Does the Commission wish to modify the Child Development Permit structure to authorize a new Child Development Permit with a School-Age Emphasis in addition to the current Child Development Permit?

Fiscal Impact Statement

The Commission budget supports the cost of these activities. No augmentation of the budget will be needed for this activity. Additional revenue may result from Permit fees paid by individuals mandated to obtain the Child Development Permit with a School-Age Emphasis.

Recommendations

That the Commission modify the Child Development Permit structure to authorize a new Child Development Permit with a School-Age Emphasis in addition to the current Child Development Permit; and that a one year phase-in schedule for the Child Development Permit with a School-Age Emphasis be adopted.

Background

Because having a fully qualified teacher in every classroom is one of the most powerful elements in increasing learning and raising student performance, expanding the supply of teachers is pivotal in California's plan to improve education for all students. While much of the discussion about the teacher shortage has focused on K-12 programs, nowhere is the teacher shortage more apparent than in child development centers for California's youngest students. The success of welfare reform and an increasing population has exacerbated the need for subsidized child development programs for children of parents entering the workforce. One of the greatest predictors of student success, especially the success of students coming from impoverished backgrounds, is participation in a high quality preschool program. Assuring that the instructors in that program are adequately prepared is of the utmost importance.

Since the 1960s the Commission on Teacher Credentialing has issued teaching and supervision permits for individuals working in state funded child development programs. Requirements for these permits have changed over the years in response to staffing needs and an increasing body of knowledge in the field of early childhood education. In the early 1990s, it became apparent that a reexamination of the requirements and the structure of the permits was in order. A 43% issuance of emergency instructional permits and a high number of supervision waivers granted by the Department of Education clearly indicated a staffing crisis. In 1992, Assembly Bill 2879 (Polanco) required the Commission and the Superintendent of Public Instruction (SPI) to consult with members of the early childhood education field and coordinate a review of the preparation and licensing requirements for instructors and supervisors who work in state funded child care and development programs. In 1994, the Commission and the SPI sent a report to the Legislature outlining recommendations for restructuring Child Development Permits. The recommendations were the result of an extensive collaboration coordinated in part through the *Advancing Careers in Child Development: California's Plan* project -- a privately funded project seeking to professionalize the field. The recommendations were designed to establish a career ladder through which professionals could choose to obtain increased preparation and training in order to assume broader, more complex responsibilities, to ease barriers, and to improve access to permits.

In a continued collaboration, the Commission, the SPI, and members of the *Advancing Careers Project* worked with professionals in the early childhood education field in focus groups throughout the state to develop a new permit structure. The new Child Development Permit matrix was officially recognized through regulations sponsored by the Commission on February 1, 1997. The new permit regulations provided a career ladder and optional pathways for meeting the requirements, thus providing flexibility and access to the permit. In establishing the career ladder and requiring professional development for permit renewal, the regulations aided in the recognition of early childhood education as a profession that encourages growth and commitment.

Although the Child Development Permit was designed and intended to prepare individuals to work with very young children, and has been demonstrated effective for this purpose, changing patterns of work and family structure are resulting in increasing numbers of school-age children who are unsupervised during their nonschool hours. Recognizing that these youths are at greatest risk of violence and inappropriate behavior in these before and after-school hours, state and federal programs have proliferated to address the need for providing safe and educationally-supportive before and after school care for these students. With the increasing emphasis on improving student academic performance, many of these new school-age programs are mandated by their funding sources to provide academic assistance as part of the support services for students.

Individuals who have been prepared under the current Child Development Permit have not been trained specifically to work with the school-age population. Coursework required for the current Child Development Permit does not cover young adolescent development and behavior, nor does it review the state's adopted K-12 academic curriculum content, nor does it develop the academic tutoring skills of the Permit holders in order to assist students with their studies. In order to perform their assigned responsibilities successfully, persons preparing to work with school-age children in child-care settings need a differentiated curriculum to address these areas.

To help support California's high quality school-age care system, the Child Development

Division of the California Department of Education has sponsored a variety of professional and program development activities. Among these has been the Collaborative School-Age Professional Development Project at the University of California, Irvine. This collaborative project, in cooperation with both the Child Development Division and school-age care professionals across the state, and with feedback from Commission staff, has developed the proposed Child Development Permit with a School-Age Emphasis described below. The proposed Permit structure reflects over two years' work to ensure that all of California's children, including school-age youth, have access to high quality, professional child care.

The proposed new Child Development Permit with a School-Age Emphasis provides an option for individuals entering the child care profession to obtain the training that best fits their care assignment and career goals. The proposed new Permit with a School-Age Emphasis provides a needed flexibility to the California Department of Education, which regulates child development programs and staff assignments made within these programs under Title 5.

Individuals Mandated to Obtain the Proposed Child Development Permit with a School-Age Emphasis

Individuals mandated to obtain a Child Development Permit with School-Age Emphasis would be those persons who do not presently hold a current valid Child Development Permit but who will be working with school age children within a program requiring a permit under the *California Code of Regulations, Title 5*.

It is estimated by the California Department of Education that the proposed Child Development Permit with School-Age Emphasis might ultimately affect individuals in more than 1,500 teaching and administrative positions in school-age programs governed by Title 5 of the *California Code of Regulations*.

The Proposed Child Development Permit with a School-Age Emphasis

The proposed Child Development Permit with a School-Age Emphasis is modeled on the existing Permit structure. **Table 1** shows the current Child Development Permit Matrix.

Table 2 shows the matrix for the proposed Child Development Permit with a School-Age Emphasis. This table, as well as tables 3-7, are taken from the California Department of Education publication *School-Age Care and After-School Programs in California: A Study of the Options for Training, Certification, and Professional Development*. The tables are based on the foundational work accomplished by the Collaborative School-Age Professional Development Project at the University of California, Irvine.

Table 3 shows the education requirements for the proposed Child Development Permit with a School-Age Emphasis. The education requirements include one core course in child growth and youth development, with attention to the learning process during the school-age years; a second course in child and youth, family and community; and a third course in programs and curriculum, including school-age instructional practices. This latter course is intended to help staff assist students with academic work, especially literacy and mathematics. All positions higher than the Associate Teacher/Leader will require additional units, including three elective school-age units.

Candidates for the proposed Child Development Permit with a School-Age Emphasis would be able to meet the requirements for this Permit in one of two ways: (a) by obtaining the original Child Development Permit and then adding the required training in school-age care; or (b) by completing the same number of units as required for the original Child Development Permit but choosing the school-age coursework option in lieu of other elective coursework relevant only to children from birth through kindergarten.

Table 4 shows the experience requirements for the proposed Child Development Permit with a School-Age Emphasis. These parallel the present requirements for holders of the existing Child Development Permit.

Table 5 shows the Alternative Qualifications under the proposed Child Development Permit with a School-Age Emphasis. These parallel the present requirements for holders of the existing Child Development Permit.

Table 6 shows the authorizations under the proposed Child Development Permit with a School-Age Emphasis. These authorizations parallel those of the existing Child Development Permit except that they include service to students ages five to fourteen.

Table 7 shows the renewal requirements under the proposed Child Development Permit with a School-Age Emphasis. These requirements parallel those under the existing Child Development Permit.

Phase-in of the Proposed Child Development Permit with a School-Age Emphasis

It is proposed that the new permit structure become effective in the year 2001. This period of time would allow colleges and universities to develop and implement the coursework needed to provide the necessary units in the area of school-age emphasis, and would also allow the Commission to develop appropriate regulations.

Recommendations

Staff recommends:

- (a) That the Commission modify the Child Development Permit structure to authorize a new Child Development Permit with a School-Age Emphasis in addition to the current Child Development Permit.
- (b) That the Commission adopt the phase-in schedule described above for the new Child Development Permit with a School-Age Emphasis.

Table 1. CHILD DEVELOPMENT PERMIT MATRIX

TITLE	EDUCATION REQUIREMENT	EXPERIENCE REQUIREMENT	ALTERNATIVE QUALIFICATIONS	AUTHORIZATION	FIVE YEAR RENEWAL
Assistant (Optional)	6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Accredited HERO program (incl. ROP); or CCTC approved training.	Assist in the instruction of children under supervision of Assoc. Teacher or above.	105 hours of professional growth
Associate Teacher	12 units ECE/CD including core courses	50 days of 3+ hours per day within 2 years	Child Dev. Associate (CDA) Credential; or CCTC approved training.	May provide instruction and supervise Assistant.	Must meet teacher requirements within 10 years.
Teacher	24 units ECE/CD including core courses** + 16 GE units.	175 days of 3+ hours per day within 4 years	AA or higher in ECE or related field w/ 3 sem. unit supervised field exp. in ECE setting; or CCTC approved training.	May provide instruction and supervise all above (including Aide)	105 hours of professional growth
Master Teacher	24 units ECE/CD including core courses** + 16 GE units*, + 6 specialization units; + 2 adult supervision units.	350 days of 3+ hours per day within 4 years	BA or higher w/12 units of ECE, + 3 units supervised field exp. in ECE setting; or CCTC approved training.	May provide instruction and supervise all above (incl. Aide). May also serve as coordinator of curriculum and staff development.	105 hours of professional growth
Site Supervisor	AA (or 60 units) with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision.	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	BA or higher w/12 units of ECE, + 3 units supervised field exp. in ECE setting; or a Teaching or Admin. credential*** w/12 units of ECE, + 3 units supervised field exp. in ECE setting; or CCTC approved training.	May supervise single site program, provide instruction; and serve as coordinator of curriculum and staff development.	105 hours of professional growth
Program Director	BA with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision.	Site supervisor status and one program year of site supervisor experience.	Teaching or Admin. credential*** w/12 units of ECE, + 3 units supervised field exp. in ECE setting; or CCTC approved training. Master's Degree in ECE or Child Development	May supervise multiple- site program; provide instruction; and serve as coord. of curriculum and staff development	105 hours of professional growth

Please review leaflet/regulations for more detailed information.

*One course in each of four general education categories required: English, math or science, social science, humanities

**Core courses = Child Growth and Development, Child/Family/Community, and Programs/curriculum

***Holder of the Administrative Services Credential may serve as a site supervisor or Program Director. 9-2-98

Table 2. Proposed Child Development Permit with a School-Age Emphasis

This permit is mandatory only in programs requiring a permit under *California Code of Regulations, Title 5*. Under the proposed structure, the Child Development Permit authorizes the holder to work in settings serving children from birth through kindergarten. The Child Development Permit with a School-Age Emphasis authorizes the holder to work in settings serving children and youths from birth to age fourteen.

Job Title	Education Requirements	Experience Requirements	Alternative Qualifications	Authorization	Five-Year Renewal Requirements
Assistant Teacher ¹	Child Development (CD) Permit: 6 units of early childhood education (ECE) or child development (CD)	None	Accredited Home Economics and Related Occupations (HERO) program (including Regional Occupational Program (ROP) with a school-age care component); or training approved by the California Commission on Teacher Credentialing	May assist in the instruction of children under the supervision of an Associate Teacher or higher in programs serving children ages birth to five	105 hours of professional growth
	School —Age (SA) Emphasis: CD Assistant Teacher Permit requirements, including 3 SA units ²	None	Accredited HERO program (including ROP with a school-age care component) or CCTC-approved training	Same; authorization also supplies to programs serving children and youths age five to fourteen	Same as above
Associate Teacher	CD Permit: 12 units of ECE/CD, including core courses ³	50 days of 3+ hours per day within 2 years	Child Development Associate (CDA) credential; or CCTC- approved training	May provide instruction and supervise Assistant Teachers in programs serving children ages birth to five	Must meet teacher requirements within 10 years (15 additional units after 5 years)
	SA Emphasis: CD Associate Teacher Permit requirements, including 3 SA units	Same as above	CCTC-approved training	Same; authorization also applies to programs serving children and youths ages five to fourteen	Same as above
Teacher	CD: Permit: 24 units of ECE/CD (including core courses + 16 general education units ⁴)	175 days of 3+ hours per day within 4 years	AA degree or higher in ECE or related field with 3 semester units of supervised field experience in ECE setting; or CCTC-approved training	May provide instruction and supervise all positions noted above (including Aide) in programs serving children ages birth to five	105 hours of professional growth
	SA: Emphasis: CD Teacher Permit requirements, including 6 SA units ⁵	Same as above	AA degree or higher in ECE or SA or related field with 3 semester units of supervised field experience in ECE or SA setting; or CCTC-approved training	Same; authorization also applies to programs serving children and youths ages five to fourteen	Same as above

- Assistant Teachers, Aides, and volunteers are not required to possess a permit for their positions.
- Education requirements or alternative qualifications and experience requirements must be fulfilled prior to the issuance of a permit.
- Full *grandparenting* is granted to all individuals currently holding a Child Development Permit. Such individuals may work at the same level indefinitely under the Child Development Permit they currently hold; they must fulfill five-year renewal requirements to renew their permits.

¹ A permit is optional for the position of Assistant Teacher, and it is not required for the Aide and volunteer.

² The 3 SA semester units contributed to the total ECE/SA unit requirement.

³ Core courses are child growth and youth development; child and youth/family/community; and programs/curriculum.

⁴ One course in each of the four general education categories is required: English, math or science, social science and humanities.

⁵ The 6 SA semester units contribute to the total ECE/CD unit requirement.

**Table 2. Proposed Child Development Permit with a School-Age Emphasis
(Continued)**

Job Title	Education Requirements	Experience Requirements	Alternative Qualifications	Authorization	Five-Year Renewal Requirements
Master Teacher	CD Permit: 24 units of ECE/CD (including core courses) + 16 GE units; + 6 specialization units; + 2 units of adult supervision	350 days of 3+ hours per day within 4 years	BA degree or higher with 12 units of ECE + 3 units of supervised field experience in ECE setting; or CCTC-approved training	May provide instruction and supervise all the positions noted above (including Aide) in programs serving children ages birth to five; and serve as coordinator of curriculum and staff development	105 hours of professional growth
Master Teacher/Trainer	SA Emphasis: CD Master Teacher Permit requirements including 6 SA units	Same as above	BA degree or higher with 12 units of ECE or SA +3 units of supervised field experience in ECE or SA setting; or CCTC-approved training	Same; authorization also applies to programs serving children and youths ages five to fourteen	Same as above
Site Supervisor	CD Permit: AA degree (or 60 units) with 24 units of ECE/CD (including core courses); + 6 units of administration; + 2 units of adult supervision	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults (persons eighteen years or older)	BA degree or higher with 12 units of ECE + 3 units of supervised field experience in ECE setting; or a teaching or administrative credential with 12 units of ECE + 3 units of supervised field experience in ECE setting; or CCTC-approved training	May supervise a single-site program of any size; provide instruction in programs serving children ages birth to five; and serve as coordinator of curriculum and staff development	105 hours of professional growth
	SA Emphasis: CD Site Supervisor Permit requirements, including 6 SA units	Same as above	Same as above; 12 units may be ECE or SA; 3 units of supervised field experience may be in ECE or SA setting; or CCTC-approved training	Same; authorization also applies to programs serving children and youths ages five to fourteen	Same as above

Program Director	CD Permit: BA degree with 24 units of ECE/CD (including core courses); + 6 units of administration; + 2 units of adult supervision	Site Supervisor status and one program year of Site Supervisor experience	Teaching or administrative credential with 12 units of ECE + 6 units of administration + 3 units of supervised field experience in ECE setting; or CCTC-approved training	May supervise multiple-site program; provide instruction in programs serving children ages birth to five; and serve as coordinator of curriculum and staff development	105 hours of professional growth
	SA Emphasis: CD Site Supervisor Permit Requirements, including 6 SA units	Same as above	Same as above; 12 units may be ECE or SA; 3 units of supervised field experience may be in ECE or SA setting; or CCTC-approved training	Same; authorization also applies to programs serving children and youths ages five to fourteen	Same as above

Table 3. Education Requirements for the Child Development Permit with a School-Age Emphasis

Job Title	Education Requirements	
	<i>Child Development (CD) Permit</i>	<i>School-Age (SA) Emphasis</i>
Assistant Teacher	6 units of early childhood education (ECE) or Child Development (CD)	CD Assistant Teacher Permit, including 3 SA units ¹
Associate Teacher	12 units of ECE/CD (including core courses ²)	CD Associate Teacher Permit, including 3 SA units
Teacher	24 units of ECE/CD (including core courses) +16 general education (GE) units ³	CD Teacher Permit, including 6 SA units ⁴
Master Teacher	24 units of ECE/CD (including core courses) +16 GE units; +6 specialization units; +2 units of adult supervision	
Master Teacher/Trainer		CD Master Teacher Permit, including 6 SA units
Site Supervisor	AA degree (or 60 units) with 24 units of ECE/CD (including core courses); + 6 units of administration; +2 units of adult supervision	CD Site Supervisor Permit, including 6 SA units
Program Director	BA degree with 24 ECE/CD units (including core courses); + 6 units of administration; + 2 units of adult supervision	CD Program Director Permit, including 6 SA units

¹ The 3 SA semester units contribute to the total ECE/SA unit requirement.

² Core courses are child growth and youth development; child and youth/family/community; and programs/curriculum.

³ One course in each of the four general education categories is required: English, math, or science, social science, and humanities

⁴ The 6 SA semester units contribute to the total ECE/SA unit requirement.

Table 4. Experience Requirements for the Child Development Permit with a School-Age Emphasis

Job Title	Education Requirements	
	Child Development (CD) Permit	School-Age (SA) Emphasis
Assistant Teacher	None	None
Associate Teacher	50 days of 3+ hours per day within 2 years	Same as Associate teacher requirements for CD Permit
Teacher	175 days of 3+ hours per day within 4 years	Same as Teacher requirements for CD Permit
Master Teacher	350 days of 3+ hours per day within 4 years	
Master Teacher/Trainer		Same as Master Teacher requirements for CD Permit
Site Supervisor	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults ¹	Same as Site Supervisor requirements for CD Permit
Program Director	Site Supervisor status and one program year of Site Supervisor experience	Same as Program Director requirements for CD Permit

¹ Any person eighteen years of older.

Table 5. Alternative Qualifications Under the Child Development Permit with a School-Age Emphasis

Job Title	CD Permit	School-Age Emphasis
Assistant Teacher	Accredited HERO ¹ program (including ROP ² with a school-age care component) or CCTC-approved training	Same, including a school-age care component, or CCTC-approved training
Associate Teacher	Child Development Associate (CDA) credential; or CCTC-approved training	CCTC-approved training
Teacher	AA degree or higher in ECE or related field with 3 semester units of supervised field experiences in ECE setting; or CCTC-approved training	AA degree or higher in ECE or related field with 3 semester units of supervised field experience in ECE or SA setting; or CCTC-approved training

Master Teacher	BA degree or higher with 12 units of ECE + 3 units of supervised field experience in ECE setting; or CCTC-approved training	
Master Teacher/Trainer		BA degree or higher with 12 units of ECE /SA + 3 units of supervised field experience in ECE or SA setting; or CCTC-approved training
Site Supervisor	BA degree or higher with 12 units of ECE +3 units of supervised field experience in ECE setting; or a teaching or administrative credential with 12 units of ECE + 3 units of supervised field experience in ECE setting; or CCTC-approved training	Same, including 12 units of ECE or SA + 3 units of supervised field experience in ECE or SA setting; or CCTC-approved training
Program Director	Teaching or administrative credential with 12 units of ECE + 6 units of administration + 3 units of supervised field experience in ECE setting; or CCTC-approved training	Same, including 12 units of ECE or SA + 3 units of supervised field experience in ECE or SA setting; or CCTC-approved training

¹ Home Economics and Related Occupations
² Regional Occupational Program

Table 6. Authorizations Under the Child Development Permit with a School-Age Emphasis

<i>Job Title</i>	<i>Child Development (CD) Permit</i>	<i>School-Age Emphasis</i>
Assistant Teacher	May assist in the instruction of children under the supervision of Associate Teachers of higher	Same; authorization also applies to programs serving children and youths ages five to fourteen
Associate Teacher	May provide instruction and supervise Assistant Teachers	Same; authorization also applies to programs serving children and youths ages five to fourteen
Teacher	May provide instruction and supervise all of the above (including Aides)	Same; authorization also applies to programs serving children and youths ages five to fourteen
Master Teacher	May provide instruction and supervise all of the above (including Aides); and serve as coordinator of curriculum and staff development	
Master Teacher/Trainer		Same as the Master Teacher; authorization also applies to programs serving children and youths ages five to fourteen

Site Supervisor	May supervise a single-site program of any size; provide instruction; and serve as coordinator of curriculum and staff development	Same; authorization also applies to programs serving children and youths ages five to fourteen
Program Director	May supervise a multiple-site program; provide instruction; and serve as coordinator of curriculum and staff development	Same; authorization also applies to programs serving children and youths ages five to fourteen

Table 7. Renewal Requirements for the Child Development Permit with a School-Age Emphasis

<i>Job Title</i>	<i>Child Development (CD) Permit</i>	<i>School-Age Emphasis</i>
Assistant Teacher	105 hours of professional growth every five years	Same as Assistant Teacher requirement for CD Permit
Associate Teacher	Must meet teacher requirements within 10 years (15 additional units after five years)	Same as Associate Teacher requirements for CD Permit
Teacher	105 hours of professional growth every five years	Same as Teacher requirement for CD Permit
Master Teacher	105 hours of professional growth every five years	
Master Teacher/Trainer		Same as Master Teacher requirements for CD Permit
Site Supervisor	105 hours of professional growth every five years	Same as Site Supervisor requirement for CD Permit
Program Director	105 hours of professional growth every five years	Same as Program Director requirement for CD Permit



California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Agenda Item Number: PREP-5

Committee: Preparation Standards

Title: Progress Report on the Review of Pupil Personnel Services Credential Standards and Other Policies

✓ Action

Prepared by: Joseph Dear, Ed.D., Consultant
Professional Services Division

Progress Report on the Review of Pupil Personnel Services Credential Standards and Other Policies

Professional Services Division
January 18, 2000

Executive Summary

In March 1998, the Commission approved a *Review of Pupil Personnel Services Credential Standards and Other Policies*. Staff is presenting a progress report on the review. The Commission's Pupil Personnel Services Advisory Panel has developed preliminary recommendations and draft standards for presentation to the Commission and for approval to be sent to the field for public review.

Policy Issues to be Resolved

What changes are needed to better prepare Pupil Personnel Services professionals for effective service to K-12 students and their families in the 21st century.

Fiscal Impact Statement

Implementation of the review is funded from the budget of the Professional Services Division. No augmentation of the budget is needed for this review.

Recommendation

That the Commission accept the Progress Report of the Review of Pupil Personnel Services Credential Standards and approve the draft standards and other recommendations to be distributed for public review.

Overview

In March 1998, the Commission approved a *Preliminary Plan for a Comprehensive Review of Pupil Personnel Services Credential Policies*. Staff is presenting a progress report on that plan and is asking the Commission to approve the draft standards and other draft recommendations to be distributed for public review. The parts in this report include background information, Part 1, an Introduction, Part 2, Incorporation Of Recent Policy Initiatives Into New Pupil Personnel Services Credential Standards, Part 3, Focused Objective of the Review that are Within the Commission's Discretionary Authority, and Part 4, Recommendations Being Considered by the Panel to the Commission.

Background

A major goal of education is to prepare students to become literate and responsible citizens. Educators have an obligation to

promote personal growth, and to develop critical thinking skills so students can become caring family members who are motivated and equipped to pursue productive careers in the workforce. Educators recognize that, in addition to intellectual challenges, students encounter personal, social, economic and institutional challenges. Students need strategies to address these challenges, promote personal success, and prevent educational failure.

Certificated specialists in pupil personnel services (PPS) are school counselors, school psychologists, school social workers and child welfare and attendance supervisors. They are prepared to be pupil advocates and to provide prevention and intervention strategies to remove barriers to learning. These professionals, in partnership with other educators, parents and members of the community, maintain high expectations for all students, enable pupils to reach their highest potential, foster optimum teaching and learning conditions, and strive to prevent school failure.

According to the most recent report by the California Basic Educational Data System (California Department of Education, January 2000), there are more than 10,000 full-time pupil personnel service specialists working in California public schools. These include 6,391 school counselors; 3,568 school psychologists, and 166 school social workers. No current data are available on the number of child welfare and attendance providers because they are not included in the CBEDS database.

In 1998-99, the Commission issued over 1200 Pupil Personal Services Credentials. Currently 37 different colleges and universities offer 65 Pupil Personnel Services Credential Programs in California. About a third of the colleges and universities offering these programs offer at least two PPS programs. There are 34 programs in school counseling, 22 programs in school psychology, and nine programs in school social work. Ten of the 64 programs also offer the Child Welfare and Attendance Credential. PPS Credential Programs are offered at 17 California State University campuses, 4 Universities of California and 15 private colleges and universities.

California's children and adolescents live in a dynamic society with a diversity of cultures and changing values. They need educational environments that prepare them to function in complex, global, multicultural communities. The needs of students demand that pupil personnel specialists and others work together by uniting their skills in a team approach that provides comprehensive, coordinated programs and services on behalf of all pupils and their families.

School counselors, psychologists, social workers and attendance specialists share some common training (generic competencies shared by all PPS providers) and areas of responsibility pertaining to the personal and educational development of students. At the same time, each group of specialists has a distinct, primary function in the school. The following paragraphs explain each group's roles and responsibilities, and outline the requirements for earning each kind of credential.

School Counselors

The primary roles of school counselors are to provide educational counseling services including academic, career, vocational, personal, and social counseling; to assess students' needs; to develop, coordinate and supervise programs; and to consult with other professionals about the progress of students in schools.

The credential requirements for school counselors are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 30 semester hours in a Commission-approved professional preparation program specializing in school counseling, including a practicum with school-aged children, and passage of the CBEST.

School Psychologists

School psychologists primarily identify the strengths, needs and learning styles of referred pupils; link students and families to effective services; counsel individuals and groups of students; set up behavior modification systems; design special pro-grams; provide parent education; and evaluate what is and is not working in the education and development of individual students.

The credential requirements for school psychologists are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 60 semester hours in a Commission-approved professional preparation program specializing in school psychology, including a practicum with school-aged children, and passage of the CBEST.

School Social Workers

School social workers primarily assess home, school and community factors that may affect a student's learning; identify intervention strategies for children and their families; facilitate family, school and community linkages; and provide consultation, case management and direct services.

The credential requirements for school social workers are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 45 semester hours in a Commission-approved professional preparation program specializing in school social work, including a practicum with school aged children, and passage of the CBEST.

Child Welfare and Attendance Supervisors

These professionals interpret attendance laws to parents or guardians, as well as to school staffs; intervene appropriately to

prevent or solve the attendance problems of students; and assess factors contributing to pupil attendance problems.

The credential requirements for child welfare and attendance supervisors are: completion of a professional preparation program specializing in school counseling, school psychology or school social work, and a professional preparation program in school child welfare and attendance services, including a practicum with school-aged children, and passage of the CBEST.

Historical Background: Pupil Personnel Services Credential Policies

The current requirements for Pupil Personnel Services Credentials were established in the Education Code by the same legislation that established the Commission as an autonomous standards board in 1970 (the Ryan Act). A few years later, two important initiatives sought to improve Pupil Personnel Services Credential Programs. First, in 1975, the authors of a report entitled *Lost in the Shuffle* were critical of the numbers of students who were not being reached, and recommended many changes including new credential standards for school counselors. This publication prompted the California Assembly Sub-Committee on Education Reform to establish a task force to look into the matter. The *Report of the Statewide Task Force on School Counseling* came out in 1979 and recommended that the Commission (1) review all PPS credential requirements, (2) propose a plan for the certification of competence by para-professional guidance staff, (3) improve procedures for evaluating the quality of Pupil Personnel Service Credential Programs, and (4) examine the advisability of establishing renewal requirements for certificated counselors.

In 1979 the Commission responded by appointing an advisory panel that worked on the implementation of the four policy recommendations. As a product of the panel's work, the Commission adopted Administrative Regulations to govern the preparation and certification of all specialists in pupil personnel services. At the conclusion of this effort, in August 1985, the Commission's staff developed a *Guiding Philosophy for Professional Program Design for Pupil Personnel Services*. This was to clarify the Administrative Regulation which was previously adopted by the Commission. In summary, this statement was as follows:

Pupil personnel professionals will acquire common and unique knowledge and skills in their chosen area of specialization. However, the principal emphasis should be helping each pupil to be successful in school. All programs should be designed in concert with the educational views of other members of the school staff and community: teachers, administrators, parents and key social agencies.

In order to achieve greater depth of preparation in the distinct PPS specializations that are set forth in the Commission requirements, and concurrently to facilitate understanding and the cooperative interaction between the several PPS specialization's, all programs shall consist of the following two major components: (1) a generic core, which gives emphasis to common PPS concepts, terminology, methods and interdisciplinary support, and (2) one, two or three advanced specializations in the areas of school counseling, school psychology and/or school social work, which are to be identified by the PPS credential candidate as a career choice upon initial enrollment in an approved program. For candidates additionally interested in performing child welfare and attendance services, an additional program component, providing preparation in this area, may be added by the preparation institution to the forgoing three specializations.

All programs should give emphasis to interdisciplinary cooperation, support, and mutual understanding as essential elements in improving the school's services to pupils.

In 1989, the Commission appointed an advisory panel to review the pupil personnel services guidelines and to develop standards of quality and effectiveness for pupil personnel services programs. The Commission adopted the standards and made other changes in PPS credential programs in 1991. These changes included an increase in the number of field experience hours, and an expansion of the defined areas of competence, including supervision, program coordination and a stronger emphasis on consultation. The Commission also adopted clearer distinctions among the PPS specializations in 1991. For example, the Commission decided that the School Counseling Credential would no longer be a prerequisite for earning the School Psychology Credential. Similarly, the authorization of the School Social Work Credential no longer included service as a school counselor, and the Commission adopted very specific competencies for the Child Welfare and Attendance Credential. These are the standards that are currently in force.

Initial Activities

In March 1998, the Commission approved a Review of Pupil Personnel Services Credential Standards and Other Policies.

Selection of the Advisory Panel

In accordance with the Commission's policy on advisory panels, staff requested nominations from numerous groups and received over 100 recommendations for the 25 positions on the panel. The panel held its first meeting in September 1998, in Sacramento and have met almost monthly since then. Following is a list of members on the panel:

- Alnita Dunn, school psychologist, Los Angeles USD
- Andrew Lee, high school student, Sacramento USD
- Audrey Hurley, counselor educator, San Francisco State University
- Barbara Ledterman, parent, representing California PTA
- Barbara Owens, teacher, Redwood high school, representing AFT
- Ben Reddish, school counselor, Edison High School, Stockton
- Carolyn Schwarz, school social worker, San Francisco USD
- Cathy Owens, school nurse, Murrieta School District
- Cathy Turney, School counselor, West Covina USD
- Charlie Hanson, counselor educator, CSU, Northridge
- Christy Rienold, School counselor, Lodi USD
- Cynthia LeBlanc, Deputy Superintendent, Hayward USD
- Dale Matson, school psychologist educator, Fresno Pacific University
- Ken Breeding, school counselor, Vista USD
- Lee Huff, school psychologist, Fountain Valley High School
- Loretta Whitman, Special Projects Administrator, Monrovia USD
- Marcel Soriano, counselor educator, CSU, Los Angeles
- Marlene Wong, school social worker, Los Angeles USD
- Mike Furlong, school psychologist educator, UC Santa Barbara
- Paul Meyers, California Department of Education
- Robert Brazil, child welfare and attendance provider
- Sanda Jo Spiegel, school board member, Whisman Elementary Schools
- Sid Gardner, Director, Center for Collaboration for Children, Fullerton
- Todd Franke, social worker educator, UC, Los Angeles
- William (Bill) Evans, social worker educator, CSU, San Jose

The charge to the panel was to develop the most effective preparation standards for school counselors, school psychologists, school social workers and child welfare and attendance providers, based on the needs of California's children and the needs of the school system. A response to the Commission's charge to the panel is noted in ***bold italics***.

The specific charge to the panel included the following:

- (1) Compile and review pertinent information related to and involving a focused study of PPS, including school counseling, school psychology, school social work and child welfare and attendance. ***A final report to the Commission will include results of the focused study which will also encompass results of comments from the field.***
- (2) Consider an extended range of alternative policy options. ***Those alternative policy options that are currently known to the panel are here recommended. Other policy options that may result after hearing from the field will be added in the final report and recommendations to the Commission.***
- (3) Consult with and receive input from numerous groups, organizations and individuals. ***A final report will include such input.***
- (4) Prepare a report to the Commission including policy recommendations on Pupil Personnel Service Credential structures, requirements and standards for the 21st Century. ***This report will be presented after hearing from the field.***
- (5) Make recommendations to the Commission for action, including specific changes to the existing PPS standards and structure as well as Legislative initiatives that might be necessary and appropriate. ***Recommendations that are currently known to the panel are here stated. Other recommendations that may result after hearing from the field will be added in the final report to the Commission.***

Two-day Invitational Policy Forum

To initiate the review, a two-day forum was held and twenty experts in the field of pupil personnel services in California and nationally were invited, to assist the staff in developing a conceptual framework for a study, and to discuss the most recent research in the fields of school counseling, school psychology, school social work, and child welfare and attendance. A broad group of people participated in the forum, including knowledgeable and experienced practitioners and college and university educators, professional organization representatives, representatives from the California Department of Education and selected high school students, credential candidates and members of the business community. The July 28 and 29, 1998 forum began with presentations by the four national guests on the morning of the first day. A work session with many opportunities for brainstorming ideas and free-flowing discussions among participants in small and large groups filled the afternoon. Most of day two was focused on bringing together the ideas of day one into more specific language that might be useful for pupil services as a whole, but also for each specific specializations in particular.

The four national speakers at the forum summarized their comments with information on national trends and brief comments. Patricia Henderson, director of guidance in San Antonio Texas talked about how school counselors should focus on helping students get through developmental stages in life and how counselors can play a more leadership role in public schools.

George Batsche, professor of psychology at the University of South Florida gave a brief history of school psychology, talked about the gap between training, credentialing and practice and expounded upon national trends and efforts by the National Association of School Psychologists with programs throughout the United States.

Edith Freeman, professor of Social Work at the University of Kansas explored possibilities of inter professional practices and how pupil service providers might "take a back seat" so to speak and strive to become facilitators and catalysts rather than problem solvers so that clients can be empowered to become more responsible for their own healthy development and growth.

Patricia Martin, Senior Program Manager, Education Trust from Washington, DC talked about a national initiative of the DeWitt Wallace-Reader's Digest Fund entitled "Transforming School Counseling," which she is coordinating. She expounded upon some of their findings and the future thrusts of school counselor preparation for the 21st Century.

A report of the two-day policy forum was drafted and presented to the Advisory Panel.

Other Information Used by Panel to Develop Recommended Standards

In addition to the ideas presented from the two-day forum, panel members decided that they needed more information from the field to assist them in finding out what is current practice for pupil personnel service provider, what do administrators and school board members think should be the direction of training for PPS providers and how do parents, students, teachers and other professionals in the school think is needed. Panelists felt that they needed to get school officials' opinions about services provided by outside agencies and they also needed to hear from those outside agencies, including people from the Healthy Start Programs, Early Mental Health Programs and private professionals who provide services through contracts and other types of agreements. Panelists felt that they should find out what other states currently require for their credentials in related fields and what do they think is most important.

In an effort to find answers to these questions, the panel collected data in the following ways and from the following sources:

(1) Surveys - Panel members developed surveys to solicit input about what services are currently being provided by pupil personnel service providers and what should be included in the training of future PPS providers. The panel analyzed each survey, went over the analyses as a group, and discussed survey results in light of recommendations to be made. Survey results will be compiled and summarized to be included in the final report to the Commission along with their recommendations. Following are lists of state and national surveys distributed.

- California
 - (a) school administrators
 - (b) school board members
 - (c) PPS-related personnel
 - (i) practitioners, (ii) trainers, (iii) recent graduates, (iv) credential candidates
 - (d) teachers
 - (e) health professionals, including nurses

- National
 - (a) state directors-CTC's counterpart in other 49 states
 - (b) school counselor educators
 - (c) school psychologist educators
 - (d) school social worker educators

(2) Focus Groups - The panel developed a plan that included (a) contact people in each of thirteen (13) different regions within the state (as listed below). County office and district personnel assisted in setting up focus groups in (free) public places and identifying focus group participants. (b) questions for each of three broad constituency groups: (i) (k-12) school (ii) community groups and (iii) colleges and universities and (c) protocol and procedures in order to maintain some consistency in procedures. In most cases, groups were homogeneous, ranging in times from 50 to 90 minutes with a maximum of eight participants in each. Student groups and teacher groups were usually for a 50-minute class period, whereas college and university and community groups were longer, up to 90 minutes. Panel members paired up and ran the focus groups with one panelist serving as facilitator and the other as note-taker. Panelists averaged one day with each constituency group. The results of these meetings were written in draft form and shared at panel meetings in light of recommendations to be made. Copies of panel member notes were copied and used to follow presentations given by panel members at meetings which followed focus group sessions. A summary of these results will be presented in a final report to the Commission.

Focus groups were held in the following 13 county regions: San Diego, San Bernardino; Orange; Riverside; Los Angeles; Santa Barbara; Fresno, San Joaquin, Santa Clara; Alameda; Sacramento; Shasta and Humboldt.

In each of the 13 county regions, small, homogeneous focus groups were held with the following constituency populations:

School personnel

- administrators, (including principals, assistant principals, program directors, PPS coordinators, assistant supt.'s and Directors of special education);
- school counselors, school psychologists, school social workers, child welfare and attendance supervisors (at both district and school site levels);
- parents and guardians;
- teachers (K-12);
- students (7-12) and
- classified personnel (custodians, secretaries teacher aids and other paraprofessionals)

community organization and agency personnel

- healthy start program coordinators and line staff
- early mental health initiative program coordinators and line staff and
- other school-linked service personnel that work with public schools.

college and university personnel

- college and university deans
- educators of school counselors, psychologists and social workers
- PPS credential candidates in each of the specializations

(3) Structured Interviews - at school sites in the following districts: (1) San Diego City Schools, (2) Los Angeles USD, (3) San Francisco USD, (4) Elk Grove USD (in Sacramento) and (5) Schools in Humboldt and (6) Fresno Counties.

Two panelists spent a half day in a selected school district visiting several schools to hold 15 to 30 minute interviews with key people at each school site to find out such things as (a) the support service functions being carried out at that school site and who was responsible; (b) policies that exist as they relate to support services; (c) the impressions school personnel have about support services and the person(s) providing such services; etc. Panel members spent the other half day at community based organization sites asking similar questions.

(4) Conferences - Panel members and staff made presentations, attended and collected information at national, state and regional conferences for school counseling, school psychology, school social work, child welfare and attendance, school teachers, school board members, school nurses, special education teachers, and for health educators.

(5) Literature Reviews- A few panelists from universities ran some literature searches and otherwise reviewed information sources that were relevant to the panel's work.

Part Two: Incorporation of Recent Policy Initiatives into
New Pupil Personnel Services Credential Standards

In recent years, several significant policy initiatives by the Legislature and the Governor have had important implications for the preparation and certification of PPS Credential candidates. To date, the Commission has not incorporated these initiatives into its PPS Credential requirements or standards.

Legislative Initiatives that Relate to PPS Credential Standards

In recent years the State Legislature has directed the Commission to act on a number of policy issues that are directly related to the work of school counselors, school psychologists and school social workers. These legislative issues are described here and at the end of each item in ***bold italics*** is how the panel responded.

- (1) Partnerships with Parents. AB 1264 (Martinez) directed the Commission to ". . . adopt standards and requirements that emphasize the preparation of prospective teachers and other certificated educators (including PPS Credential applicants) to serve as active partners with the parents and guardians of their pupils . . ." ***In addition to developing a standard to address this issue, several other standards that are here recommended have included elements that deal with the topic.***
- (2) Safe School Environments for Learners. SB 2460 (Green) directed the Commission to take a leadership role in addressing school violence. After the Commission did so, AB 2264 (Andal) directed the Commission to ". . . adopt standards that address principles of school safety, including, but not limited to, school management skills emphasizing crisis intervention and conflict resolution, developing and maintaining a positive and safe school climate, developing school safety plans, and developing ways to identify and defuse situations that may lead to violence . . ." School counselors, psychologists and social workers have clear responsibilities related to school safety through the resolution of

conflicts and the prevention of violence. ***In addition to developing a standard to address this issue, several other standards that are here recommended have included elements that deal with the topic.***

- (3) School Psychologist Field Experience Standards. AB 3188 (House) directed the Commission to " . . . enhance the requirements for a school psychologist credential . . ." by re-examining the field experience standards for this credential. One purpose of this legislation was to determine if California should adopt national standards pertaining to the field experience training of school psychologists. Another purpose was to examine ways in which future school psychologists could be well-prepared to help students and their families protect their privacy rights in school environments. ***In response to this legislation, the Commission appointed a task group to develop recommended standards that were forwarded to the PPS Advisory Panel. The Panel has incorporated those recommendations into this report.***
- (4) Developing Self-Esteem and Social Responsibility in Students. A legislatively-sponsored commission report entitled *Toward a State of Esteem* included several policy recommendations to increase social responsibility through improved self-esteem in children and adolescents. Several key recommendations in this legislative report were directed to the Commission. Counselors, psychologists and social workers have significant roles in developing social responsibility and healthy self-esteem. ***The Panel is recommending a standard to address this and other related issues.***
- (5) Elimination of Sexual Harassment of Students by Students. SB 1930 (Hart) was directed at the elimination of student harassment of other students as a result of gender-based biases and stereotypes. This law requires school districts to adopt and implement student disciplinary policies, including suspension and expulsion, to discourage gender-based harassment of all types.

PPS service providers have clear responsibilities related to the implementation of SB 1930, and related to the reduction of pupil violence and bullying. ***Even though the panel is not recommending a separate standard, numerous standards include elements that address this issue.***

In response to the legislative initiatives above, the panel has addressed all the issues involved by either recommending a generic standard, which all PPS programs must adopt and/or incorporating certain aspects of these topics into several standards.

Part Three: Focused Objectives of the Review that are Within the Commission's Discretionary Authority

Focused Objectives Related to the Scope and Structure of PPS Training

- (1) As the curriculum of PPS preparation expands to incorporate new areas of service, preservice programs will have to expand their required course offerings and find creative ways of including additional competencies in existing courses. To begin to address the proliferation of skills and abilities that PPS candidates should learn, the panel explored whether an induction component should or could be a part of future credential requirements for pupil personnel service providers. The panel held regional meetings throughout the state asking k-12 practitioners and higher education personnel for feedback on this issue. The panel asked hundreds of meeting participants if a two-level credential structure would be beneficial, what field experiences should be included in each phase of PPS preparation for the credential, and if this kind of setup was practical, in their opinion. ***Because the results of this inquiry was so mixed and such a structure would require such a radical change for colleges and universities offering PPS programs as well as for many school districts, the panel decided not to recommend a change in structure but that the issue be further studied by a separate advisory group.***
- (2) The Commission's 1991 standards for PPS preparation did not establish a balance between theoretical studies and effective applications in the practice of school counseling. Many school counselors complain that the training they received in graduate school did not prepare them for the kinds of duties they perform in school nor are they well prepared to address many of the problems they face in school settings. ***The panel's recommended standards on collaboration, supervision and mentoring, with increased field experience, and especially the other recommendations related to the training of school administrators address this issue in great detail. After talking with hundreds of PPS educators and PPS practitioners and other school personnel in small focus groups and in structured interviews, panel members made certain that this issue was well covered.***
- (3) There is also a need to clarify the specific roles of each specialization within the Pupil Personnel Services Credential structure. There is also much confusion about the role of outside personnel who do not hold the PPS credential, but perform PPS services within the school setting. Currently, there is widespread confusion about who is trained to perform specific roles in the school. What specific roles should they continue to share? What distinct differences in function should they have? ***The very first task given to the panel, at their first meeting, was to assist the Commission in drafting specific authorization statements for each of the PPS provider credential documents and to address the issue of how non-PPS credentialed personnel should be treated. That authorization statement has since been approved and is now a part of Title 5 Regulations of California. The panel is making one recommendation to the Commission that will strengthen that regulation so that students in California are protected from untrained non-credentialed personnel.***

Focused Objectives Related to Changes in PPS Work Requirements

In the past few years, several new questions have been asked about the roles of school counselors, school psychologists and school social workers. While some districts are adding pupil personnel service providers to their school staffs to address the ever-growing concerns of truancy, school violence, and sexual harassment, other districts are reducing these staffs, focusing less on student personal problems and concerns, and giving more attention to academic performance and scholastic proficiency.

As the K-12 schools continue to make their various adjustments concerning pupil personnel service providers, California colleges and universities struggle to make appropriate decisions about reducing or expanding their candidate enrollments and/or making changes in admission criteria, graduation standards, and credential candidate support services. University professors contemplate changing competency requirements and levels of activity in the field. ***The current recommendations will address all these concerns. After hearing from and reviewing what the other 49 states are doing with their school counselors, school psychologists and school social workers, and after hearing from hundreds of university educators and public school practitioners, the panel has put together recommendations that answer their questions.***

The PPS standards that are in force today were developed long before new questions were raised about the relationships between PPS staff and instructional staffs in schools. Consequently, the 1991 PPS preparation standards give little or no attention to the following roles that are increasingly assigned to counselors:

- School counselors are being asked to increase their skills/abilities in classroom instruction related to new skill areas such as problem solving, developing healthy relationship skills, substance-abuse prevention, and refusal skills.
- Counselors are also required to become familiar with concepts of student resiliency, risk and protection, and with concepts that define opportunities for the total school to participate in the healthy growth of young people.
- Schools are establishing broader roles for school psychologists and other pupil personnel specialists in student assessment services, community involvement, and student participation and leadership programs.
- School social workers and welfare and attendance specialists are increasing their roles in parent and family involvement at intensive new levels that are productive for students and their families. ***Standards that are being recommended in this document address all these issues:***

Part Four: Recommendations Being Considered to the Commission

The advisory panel is considering recommending the following changes in requirements for the Pupil Personnel Services Credential: **Note:** The increased requirements in hours recommended for the PPS Credentials are primarily being recommended to become at least comparable to what is required by national professional associations.

School Counseling

- The number of semester credit hours changed from a minimum of 30 semester hours to a minimum of 48 semester hours
- The number of field experience hours changed from a minimum 450 clock hours to a minimum 600 clock hours of field experience

School Psychology

- The number of field experience hours changed from a minimum 540 clock hours to the following:
 - a minimum 450 clock hours of practica prior to field experience and
 - a minimum 1200 clock hours of field experience

School Social Work

- The number of field experience hours changed from a minimum 450 clock hours to a minimum 1000 clock hours of field experience

Child Welfare and Attendance

- The number of field experience hours changed from a minimum 90 clock hours to a minimum 150 clock hours of field experience hours

Other Recommendations being considered:

- School psychology field experience credential should be required if the candidates are seeking to be paid during their field experience. This recommendation is being made because current school psychology programs are using their school counseling credential as a school psychology field experience credential. This has begun to cause problems and confusion in the field.
- A post-baccalaureate degree should be required for all PPS credentials, school counseling, school psychology and school social work.

- Amend the language of the recently approved Title 5 Pupil Personnel Services Authorization statement concerning community based organizations and other outside (the school) agencies. The amendment would read as follows: *When outside the school individuals, agencies and/or organizations wish to provide a service that is typically provided by a PPS credential holder on an on-going basis, there should be a Memorandum of Understanding (MOU) stipulating the kind of service provided, the estimated length of time the service will be provided, the training and credentials held by the person providing the service and expected outcomes resulting from the service provided. (note: It was noted on the approved Title 5 Authorization that the panel would revisit this issue.*
- Change the name of the Pupil Personnel Services Credential to the Pupil Services Credential
- Any future school administrative services advisory panel include PPS provider representation and consider requiring school administrators to learn about the work and training of PPS providers in order to make appropriate uses of persons with that credential.
- Several recommendations for further study: (a) further investigation of the Child Welfare and Attendance Credential to make a better match between the training received by persons with that credential and services provided in the field. (b) investigate the feasibility of the School Nursing Credential becoming a part of the PPS Credential since school nurses serve similar functions as PPS providers in the schools and (c) further investigation is needed as to whether an induction program similar to the one offered for beginning teachers is appropriate for PPS providers.

ATTACHMENT TO PREP 5

Click [HERE](#) for Table of Contents

|Draft
**Standards of Program Quality and Effectiveness,
 For
 Pupil Personnel Services Programs with Specializations in
 School Counseling
 School Psychology
 School Social Work
 And
 Child Welfare and Attendance Services**

**Commission on Teacher Credentialing
 State of California**

January 18, 2000

Flow Chart
 Pupil Personnel Services (PPS) Credential

**Generic Standards
 Required for each of the three PPS Credential Specializations**

Specialization Standards		
School Counseling	School Psychology	School Social Work

Specialization	Specialization	Specialization
Credential	Credential	Credential
Standards	Standards	Standards

<p align="center">Child Welfare and Attendance Services Specialization Credential Standards</p> <p align="center">Credential candidates must have one of the three specialization credentials in order to qualify for this credential</p>
--

Following are the Standards of Quality and Effectiveness for Pupil Personnel Services Credentials, which include School Counseling, School Psychology, School Social Work and Child Welfare and Attendance. These standards are being sent to the field for review before the panel develops final recommendation.

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[PPS Flow Chart](#)
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Standard 2	Growth and Development
Standard 3	Socio-Cultural Competence
Standard 4	Assessment
Standard 5	Comprehensive Prevention and Early Intervention for Achievement
Standard 6	Professional Ethics and Legal Mandates
Standard 7	Family-School Collaboration
Standard 8	Self-esteem and Personal and Social Responsibility
Standard 9	School Safety and Violence Prevention
Standard 10	Consultation
Standard 11	Learning Theory and Educational Psychology
Standard 12	Professional Leadership Development
Standard 13	Collaboration and Coordination of Pupil Support Systems
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Standard 15	Technology and Technological Literacy
Standard 16	Supervision and Mentoring

School Counselor Specialization Standards

[Organization Outline](#)

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Standard 21	Wellness Promotion, Crisis Intervention and Counseling
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Standard 23	Program Planning and Evaluation
Standard 24	Research, Measurement, and Technology

III. Experience - Practica and Field Experience

Standard 25	Practica
Standard 26	Field Experience
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Standard 18	Wellness and Resiliency Promotion
Standard 19	Direct Learning Support Services
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Standard 21	Student/Family/Faculty and Staff/Community Linkages and Partnerships
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Standard 23	Professional Ethics
Standard 24	Field Practice Experience
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Child Welfare & Attendance Specialization Standards

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Standard 6	Assessment and Evaluation of Barriers to Student Learning
Standard 7	Field Practice and Supervision of Child Welfare and Attendance Supervisor
Standard 8	Determination of Candidate Competence

Generic Draft Standards

Standard 1 Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as pupil personnel service providers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways does the program have an organizational structure that forms a logical sequence among the instructional components of pupil service education, such as foundational instructional, theoretical construction, practical exercises and field experiences and that provides for coordination of the administrative component of the program, such as admission, advisement, candidate assessment, and program evaluation?
 - To what extent is there effective coordination between the program's faculty and staff; between the program and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?
 - To what degree is the overall design of the program consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
-

Standard 2 Growth and Development

The program provides each candidate with an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides each candidate with an understanding of the effects on pupil development of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency.

Rationale

In order to help pupils attain academic success and personal growth, the pupil services specialists must have adequate knowledge of the major domains of development including physical, emotional, cognitive, social, cultural, economic and environmental factors and how they impact their daily lives. They are also aware of how these domains interact to influence overall pupil development.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial

- In what ways does each candidate demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?
 - How well does each candidate understand school, community and family environmental factors and their influence on pupil learning?
 - To what extent does each candidate know the positive influences on pupil development including (a) factors of resiliency; (b) home, family and school environments; (c) peer and mentor relationships; (d) and community factors?
 - How does each candidate demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?
 - How thoroughly does each candidate demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?
 - How well does each candidate demonstrate knowledge of risk factors and protective assets as they inhibit or facilitate pupils' positive development?
 - To what extent can each candidate know of models that inform school staff and parents about developmental trajectories that increase the chances of children becoming involved in antisocial or aggressive behavior?
-

Standard 3 Socio-Cultural Competence

The program provides each candidate with an understanding of ways in which ethno-cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Each candidate has skills to work effectively with pupils from diverse backgrounds and their families. The program provides each candidate with knowledge about how to manage diversity as well as an understanding of and appreciation for the various forms of diversity (between groups and among individuals within the same groups), which includes but is not limited to culture, language, sexual orientation, gender, age, disability, national origin, religious affiliation, and immigration status.

The program provides each candidate with an understanding of the importance of developing cultural competence in order to serve effectively diverse and changing communities. The program provides each candidate with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

The program provides each candidate with an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society.

Rationale

In order to help pupils from diverse backgrounds attain learning success and high achievement in academic, personal, social and career domains, pupil service specialists must have knowledge of socio-cultural, economic and other societal influences on the educational process. Each candidate understands the socio-cultural diversity of traditional major groups (e.g., African-American, Asian-American, European American, Hispanic/Latin-American and Native American) and also are knowledgeable about other manifestations of human diversity including those related to culture, ethnicity, national origin, immigration status, gender, age, sexual orientation, disability, socioeconomic status and degree of assimilation into mainstream California society.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate an understanding of literature related to cultural competence and various ways to assess her or his proficiency in applying culturally appropriate interventions?
- How does each candidate demonstrate understanding of how their own personal values influence his or ability to work effectively with pupils who have different values and beliefs?
- In what way does each candidate understand the impacts of bias, prejudices, processes of intentional and unintentional imposition, entitlement and discrimination as well as other culturally-supported behaviors on pupils' growth and learning?
- In what way does each candidate demonstrate knowledge of how social and cultural influences in the school environment affect delivery of pupil services?
- How does each candidate demonstrate knowledge and understanding of and sensitivity to how socio-cultural influences affect communication and relational styles when working with individuals and families from various backgrounds?
- In what way does each candidate demonstrate knowledge of culturally sensitive strategies for involving parents and families in their children's education?
- In what way does each candidate demonstrate knowledge of the dynamics and processes involved in acculturation and

assimilation?

- In what way does each candidate demonstrate the ability to assess the cultural background, values, and mores of pupils and their families?
 - How does each candidate demonstrate knowledge of and ability to disaggregate data to identify educational patterns and trends across diverse groups of pupils?
 - How does each candidate demonstrate understanding of his or her own professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of pupils, families and school staff?
 - How well does each candidate understand the demographic shifts in Californian and how these changes present challenges for effective pupil learning? In what ways does each candidate demonstrate effective ways to assess and manage diverse eco-cultural contexts in order to create effective learning environments?
-

Standard 4 Assessment

The program provides each candidate with the knowledge about test and other instrument development and their psychometric characteristics. The program provides each candidate with the opportunity to use this knowledge to evaluate the appropriate use of tests and other instruments for individual pupils and when evaluating education programs.

The program provides each candidate with the knowledge of current theories and different methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. The program provides each candidate with the understanding of the influence of: (a) social; (b) family, school, and community systems; (c) cultural and linguistic diversity; (d) gender and experience; (e) and medical and developmental factors on pupil achievement, effective educational programs, and a positive learning environment. The program requires each candidate to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

Rationale

Knowledge of methods of assessment is essential to ensure that data-based decision making is the foundation of program planning and evaluation. This knowledge supports data-based decisions that promote effective individual educational plans and interventions. Knowledge of tools for assessing school climate and understanding the importance of such assessments to promote pupil learning and achievement is basic to a supportive learning community.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what way does each candidate demonstrate knowledge of psychometric principles that includes but is not limited to (a) item construction, (b) response formats, (c) forms of test reliability and validity, (d) test norms and related scores, and (e) criteria for determining the overall adequacy of test and other instruments.
- How does each candidate demonstrate knowledge and application of established professional standards for the ethical use of tests and other instruments of assessment.
- How does each candidate demonstrate knowledge of appropriate models of assessment?
- How does each candidate display knowledge and application of appropriate methods of assessment for purposes of ensuring result-based accountability?
- How does each candidate demonstrate knowledge and application of how to use of technology for data collection and analysis that contribute to data-based decision making?
- In what way does each candidate demonstrate knowledge about multiple methods of assessment for monitoring pupil progress to support effective instructional interventions?
- How does each candidate exhibit the ability to use appropriate methods of assessment for purposes of transitional planning?
- In what way does each candidate demonstrate knowledge about non-instructional interventions such as suicide prevention, substance abuse, and the development of pupil self-esteem?
- How does each candidate demonstrate ability to interpret and communicate results of standardized, norm-referenced, another assessment information to parents, school staff, and the community?
- How does each candidate demonstrate knowledge and application of skills in using different instruments and procedures to assess school climate for the purpose of promoting a supportive learning community in the school?
- In what way does each candidate demonstrate knowledge of the influence of cultural and linguistic factors on the validity of assessment instruments and their appropriate interpretation?
- How does each candidate exhibit knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessment?

Standard 5 Comprehensive Prevention and Early Intervention for Achievement

The program provides each candidate with knowledge of the factors that contribute to pupil learning success and failure and which strategies, methods and approaches prevent the development of problems that impede learning. The program provides each candidate with the knowledge of how to identify problems in their early developmental stages and how to implement early intervention strategies for addressing these problems thereby helping pupils attain high learning goals. The program requires each candidate to demonstrate knowledge of the classroom, school, family, and community factors that support pupils' learning and they develop skills to assist pupils who experience learning difficulties.

Rationale

Complex pressures in today's society produce barriers that inhibit pupils' social, intellectual, and emotional development; therefore, pupil services specialists must know how to build pupil assets and assist them in overcoming these barriers to learning.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what way does each candidate demonstrate knowledge of resiliency theory, asset building and youth development?
 - How does each candidate demonstrate knowledge of the characteristics of pupils whose academic progress is less than satisfactory?
 - How does each candidate contribute to pupil success or demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early school dropout?
 - How does each candidate demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of the process of early identification of learning and its related problems?
 - How does each candidate demonstrate knowledge of a variety of strategies, programs, interventions, methods and techniques proven to prevent academic failure and its related problems?
 - How does each candidate demonstrate knowledge of methods and techniques for resolving conflict between and among pupils and groups of pupils and promoting positive intercultural, interethnic relationships among pupils, family, and school staff?
 - How does each candidate demonstrate knowledge of the effects of school organization and functional systems upon pupil learning and success?
 - How does each candidate demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils' lives?
 - How does each candidate demonstrate knowledge of the effects of grade retention on achievement, learning, and social and emotional development?
-

Standard 6 Professional Ethics and Legal Mandates

The program provides each candidate with knowledge of professional codes of ethics, current legal mandates, awareness of the range of legal issues (e.g., statutory, regulatory, and case law) affecting the delivery of pupil services. The program requires each candidate to demonstrate the ability to access information about legal and ethical matters.

Rationale

Pupil service professionals must be knowledgeable about pertinent federal and state laws that regulate the delivery of pupil services, pertain to pupil and family rights, and affect pupil and families' access to community services. They must be knowledgeable about professional codes of ethics relevant to potential ethical and value conflicts involving service delivery to school staff, pupils and or families.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate familiarity with laws and regulations pertaining to children and families, such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education?
 - In what way does each candidate demonstrate knowledge and skills to effectively advocate for children, families, and school staff to ensure that the spirit and intent of the laws are achieved?
 - How does each candidate demonstrate ability to keep informed of changes in laws and regulations related to California public education?
 - How does each candidate demonstrate ability to recognize and evaluate potential ethical conflicts that arise within the school setting?
 - How does each candidate demonstrate knowledge of the appropriate options to be pursued when confronted with ethical dilemmas?
 - In what way does each candidate demonstrate knowledge of the implications and legal applications of due process?
-

Standard 7 **Family-School Collaboration**

The program provides each candidate with knowledge about the ways in which pupil development, well being, and learning is enhanced by family-school collaboration. The program requires each candidate to foster respectful and productive family-school collaboration.

Rationale

The family is the child's first teacher, therefore, family involvement in education of children is critical to pupil success. Comprehensive, long-term, and well-planned partnership among families, schools and community organizations lead to higher pupil achievement, more positive self-esteem, and better attitudes toward learning.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what way does each candidate demonstrate awareness of the importance of family-school relationships in fostering positive pupil development?
 - What types of experience does each candidate have in helping to implement efforts to build and maintain family-school relationships?
 - In what way does each candidate become aware of the benefits of family involvement at different grade levels?
 - How does each candidate demonstrate knowledge and skills in helping schools to overcome barriers to family involvement?
 - How does each candidate demonstrate knowledge about and respect for family structures and socio-cultural diversity?
 - How does each candidate demonstrate knowledge of how to assist families to become actively involved in pupil development and learning?
 - How does each candidate demonstrate ability to help families and school staff to effectively communicate and collaborate when developing educational or behavioral plans to assist pupil development and learning?
 - How does each candidate demonstrate an understanding of family-centered approaches to collaboration with schools?
-

Standard 8 **Self-esteem and Personal and Social Responsibility**

The program provides each candidate with the knowledge of and the principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

Rationale

There is a relationship between pupil achievement and self-esteem. Self-esteem and self affirmation are attitudes that contribute to the development of academically capable, socially responsible, active and contributing citizens in society. The building of self-esteem and personal and social responsibility are shared responsibilities of the pupil, school, family, and community.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what way does each candidate demonstrate knowledge of how unique qualities of each individual is accepted, appreciated, affirmed and used as a bridge to positive personal relations?
- To what degree does each candidate understand the importance of a safe school environment in promoting self-esteem and personal and social responsibility?
- To what extent does each candidate understand the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, positive approaches to discipline, and the development of personal and social responsibility and self-esteem?
- To what extent does each candidate know how schools, families and communities act as partners in guiding pupils' acquisition of self-esteem, social and personal responsibility?
- How well does each candidate understand how self-esteem affects pupils and school climate?
- To what degree does each candidate understand how personal and social responsibility relates to citizenship in a changing society?
- To what extent does each candidate recognize how his/her own self-esteem affects pupils, staff, and family involvement?
- In what way does each candidate demonstrate the knowledge of curriculum related to self-esteem, personal and social responsibility?
- How does each candidate display an understanding of the benefits of positive personal self-esteem and its impact on pupil resiliency and learning?
- How does each candidate demonstrate skill in the use of social skills training models that enhance pupils ability to use positive decision making skills in social situations?
- To what extent does each candidate demonstrate knowledge of and ability to use multiple procedures for the assessment of self-esteem?
-

Standard 9 School Safety and Violence Prevention

The program requires each candidate to demonstrate knowledge of and skills in the development of a school environment that enhances the safety and well-being of all pupils. The program provides each candidate with the knowledge and models of systematic school safety planning that includes comprehensive crisis response plans addressing elements of prevention, intervention, and treatment. The program requires each candidate to demonstrates knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program requires each candidate to demonstrate knowledge and skills that address the needs of witnesses, victims, and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Rationale

The need for safety and security is at the foundation of all human needs. If pupils and school staff does not feel safe and secure at school, then the capacity of schools to educate them is diminished. Each candidate receive instruction in human behavior. This training provides the basis with which to help schools address personal, social, and interpersonal situations that impede learning and that may create conditions that lead to injury and harm on school campuses. The promotion of school safety and the reduction of risks associated with verbal, emotional, and physical violence is central to the PPS professionals role in schools.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent is each candidate familiar with models of crisis management and response?
- How well is each candidate able to help pupils cope with grief and loss in their lives and procedures available to assist those who require more intensive interventions?
- How well does each candidate understand the relationship between gang activity on school campuses and the incidence of school site violence?
- To what extent is each candidate aware of issues and procedures related to meaningfully identifying those youths who exhibit behaviors suggesting that they might be at risk of violence victimization or perpetration?
- How effectively is each candidate able to use negotiation, conflict management skills, and mediation skills to help school staff communicate with difficult and or angry parents, pupils, teachers, and other school staff?
- How aware is each candidate of the role the environment, community context and substance use play in the occurrence of violence and knowledge of the strategies to incorporate this knowledge into a comprehensive school safety plan?
- In what way does each candidate demonstrate knowledge of theories of violence and aggression, particularly as they relate to a pupils' development?

- How does each candidate demonstrate knowledge and skills related to implementing crisis interventions including triage, psychological first aid, and follow-up with pupils, parents, and school staff?
- How thorough is each candidate's knowledge of bullying behavior at school and have skills in applying research-based models of programs designed to limit the occurrence of bullying on school campuses?
- How clear is each candidate's understand of the dynamics of sexual harassment at school sites and strategies to reduce its incidence?
- To what extent does each candidate demonstrate knowledge about exposure to violence as a significant developmental risk factor in the lives of children and adolescents?
- To what extent does each candidate demonstrate knowledge about the role that intergroup conflicts can play in the occurrence of school site violence?
- How comprehensive is each candidate's knowledge about school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the school yard?

Standard 10 Consultation

Each candidate knows and applies theories, models, and processes of consultation. Each candidate uses problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.

Each candidate demonstrates skills in using a problem-solving, decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Rationale

Pupil services professionals are called upon to address increasingly diverse issues that influence behavior, achievement, and self-esteem. Pupils and their families come from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds. Teachers, school administrators, and families are challenged to make decisions that contribute to effective outcomes at school, home, and the community. Knowledge and skills in consultation and collaboration are necessary to facilitate the development and implementation of strategies that result in positive impact on pupils' learning and behavior.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of individual and organizational consultation processes, including methods of initiating, developing, implementing, and concluding consultative relationships?
- In what way does each candidate display knowledge of different strategies that are helpful when acting as pupil advocates?
- In what way does each candidate demonstrate knowledge and application of consultation principles and practices including, but not limited to: effective classroom management, school discipline, learning styles, interpreting test results, improving pupil attendance, learning, and achievement?
- How does each candidate demonstrate knowledge of factors that promote the development of effective relationships among teachers, staff, families and others taking into consideration the influence of diverse cultures and languages?
- How does the each candidate demonstrate understanding of the impact individual teaching methods have on pupil learning in the classroom?

Standard 11 Learning Theory and Educational Psychology

Each candidate knows and applies learning theories and factors influencing learning and teaching such as cognition, memory, attentional skills, perceptual-sensory processes, affect, motivation, organizational skills, gender, cultural differences, and linguistic differences. Each candidate knows how to evaluate the fit between instructional strategies and pupil learning assets and deficits.

Rationale

The socio-cultural diversity in today's schools contributes to a greater need to understand those factors that influence learning. It is necessary for pupil service providers to possess a knowledge and understanding of theories of learning, and cognitive and psycho-social development and to apply this knowledge to assist in the development of effective instructional strategies that promote pupil learning, self-esteem, and positive interpersonal relationships with age-group peers.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge about theories of learning?
 - To what extent does each candidate understand the role of parents and other caregivers in the support of pupil learning?
 - In what way does each candidate demonstrate knowledge about barriers to learning?
 - How does each candidate demonstrate knowledge about developing positive, culturally-sensitive learning environments?
 - In what way does the each candidate demonstrate knowledge of state-adopted curriculum standards and their relationship to theories of learning?
 - How thoroughly does each candidate understand strategies and techniques to help pupils accept responsibility for their own learning?
 - In what way does the each candidate demonstrate knowledge about how affect influences the learning process and impact pupil self-esteem?
-

Standard 12 Professional Leadership Development

Each candidate demonstrates leadership skills in developing, improving and evaluating programs that support effective pupil learning and operating as a systems change agent.

Rationale

The development of effective Pupil Personnel Service programs depends to a great extent on the leadership exercised by knowledgeable professionals who evidence skills in persuasive communication, advocacy, and results-based accountability. Pupil service professionals also demonstrate leadership by means of effective communication and collaboration.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of the systems and resources at the building site or district level?
 - In what way does each candidate exhibit knowledge of an array of methods for effectively communicating information to influence change?
 - How does each candidate display knowledge of and skill in program development, implementation, and evaluation?
 - How does the each candidate exhibit the ability to present data effectively that influences change and supports improved outcomes for pupils?
 - In what way does each candidate demonstrate knowledge of current trends in school reform?
 - In what way does each candidate demonstrate an understanding of various sources of funding that support instructional and pupil support services programs, as well as demonstrate leadership skills for influencing funding support?
-

Standard 13 Collaboration and Coordination of Pupil Support Systems

Each candidate collaborates effectively with community-based organizations, agencies, and others. Each candidate coordinates programs and services within a comprehensive model of support at the site-building level designed to promote high expectations and increase pupil learning and achievement.

Rationale

Successful learning and high achievement require a high quality of teaching and adequate and effective support services. Emotional, social, and family problems, low motivation and interest, inadequate and insufficient learning and study skills and habits pose barriers to learning and academic achievement. The effort to remove these barriers and impediments to learning and promote the knowledge, skills and attitudes and knowledge required for success for all students calls for the integration of community support services and family involvement within the mission of the pupil personnel services program and the educational mission of the school. Candidates must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the supports students need to learn, to achieve at high levels and to become constructive and productive members of society.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree does each candidate demonstrate knowledge of and skills in collaborating with community-based organizations, agencies, and others that contribute to improve learning outcomes for pupils?
 - What is the level of each candidate's skills related to accessing and utilizing resources within the community?
 - What is the level of each candidate's knowledge about models of school-based or school-linked services that promote pupil learning and success?
 - How well does each candidate understand community- and school-based systems of care and support?
 - To what extent does each candidate demonstrate knowledge of teamwork and team building and skill in functioning as a team member within schools and with community-based organizations?
 - In what way does each candidate demonstrate knowledge of organizing and managing services of community-based organizations and agencies on a school site?
 - How well does each candidate understand the function of multidisciplinary teams as a pupil support resource?
 - How does each candidate demonstrate the ability to implement assessment and data gathering procedures to document the nature and scope of the need for pupil support services?
 - What is the each candidate's level of knowledge about the organization and dissemination of information about a school or district's comprehensive pupil support service plan?
 - To what extent does each candidate have skills related to fostering communication with public and private youth-serving agencies to facilitate their meaningful participation in school programs?
 - What is each candidate's level of knowledge about creating formal memorandum of understanding with public and private child-serving agencies to clarify roles and services as part of a broader pupil services plan?
 - To what extent can each candidate provide leadership in the development and maintenance of viable school-community partnerships?
-

Standard 14 Human Relations

Each candidate demonstrates self awareness, sensitivity to others, and is skillful in relating to individuals and groups. Each candidate understands the importance of socio-psychological concepts of group formation, reference groups, inter-group relations and intergroup conflict. Each candidate demonstrates an ability to facilitate group process and mediate conflict.

Rationale

As society becomes more diverse and schools experience continuing social and demographic shifts, each candidate need to help individuals and groups to productively adapt to these changes. Each candidate must possess personal and interpersonal skills that model positive relations with others and assist pupils to build and maintain positive relationships in school and community settings.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge of theories and conceptual models of interpersonal relations and communication?
 - How does each candidate demonstrate ability to help the school community foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic or intercultural conflict when it arises on the school site?
 - In what way does each candidate demonstrate awareness of group dynamics and methods to facilitate intergroup relations and mediate conflict when it arises on the school site?
 - How does each candidate demonstrate ability to use communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers?
-

Standard 15 Technology and Technological Literacy

Each candidate makes use of current technology for communication and collecting, organizing and analyzing data to facilitate effective outcomes in program management and individual student achievement.

Rationale

Schools and communities are becoming increasingly reliant on technology. Computer and communication system skills are essential in managing all aspects of pupil support services to increase pupil learning and success.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well does each candidate demonstrate knowledge of current basic computer hardware and software?
 - To what extent does each candidate understand the legal and ethical issues concerned with the use of computer-based technology?
 - To what degree does each candidate understand the appropriate use of computer-based technology in support services, teaching, learning and data-based research?
-

Standard 16 Supervision and Mentoring

Each candidate knows of models of supervision that are used to mentor pre-professionals in practica and field experience placements. Each candidate recognizes the important role that field-site supervisors play in pre-professional training of future pupil personnel each candidate. Each candidate also understands the importance of professional-to-professional consultation in the delivery of effective pupil services.

Rationale

The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality fieldwork training opportunities. In addition to the university-based training opportunities, it is essential that each candidate receive supervision from school-based practitioners. These fieldwork experiences are enhanced when the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of each candidate. Upon successful completion of credential training, PPS practitioners continue to engage in professional development formally through courses and workshops and informally through consultation and advisement with their colleagues. For this reason, it is also important for each candidate to learn about models of professional mentoring to provide support for recently credentialed practitioners.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate familiarity with supervision and mentoring models, such as: administrative, behavioral, clinical, or professional growth and development?
 - In what way does each candidate demonstrate knowledge of professional guidelines and standards for the supervision and mentoring of each credential candidate in fieldwork placement?
 - How does each candidate demonstrate knowledge of current professional literature about best practices in supervising fieldwork training?
 - In what way does each candidate display knowledge of mentoring and consultation among professional colleagues?
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School Counseling Specialization Draft Standards

School Counselor Specialization Standards

Organization

The School Counselor Specialization Standards are organized into four areas: foundations, domains, themes, and functions. A

brief description of each of the areas is provided within this document, followed by the school counselor specialization standards that support each area.

Outline

I. Foundations of the School Counseling Profession

- Foundations of the School Counseling Profession
- History and trends in school counseling
- Overview of state and national standards
- Knowledge of effective school counseling programs
- Professionalism
- Professional Ethics and Legal Mandates

II. Domains of School Counseling and Guidance Programs

- Academic Development
- Career Development
- Personal and Social Development

III. Themes of School Counselor Preparation

- Leadership
- Advocacy
- Collaboration, Coordination, and Team Building
- Focus on Teaching, Learning, and Achievement
- Educational Assessment
- Fieldwork Experience

IV. Functions of School Counselors

- Personal and Social Counseling
- Group Counseling and Facilitation
- Consultation Services to Schools
- Program Development
- Prevention Education and Training
- Organizational and System Development

School Counselor Specialization Standards
I. Foundations of the School Counseling Profession

The foundation of the school counseling profession contains knowledge and professional attitudes that promote student development, learning and achievement. Future school counselors must have knowledge of the history and current trends in school counseling. They must also have knowledge of the laws and ethics of counseling pertaining to children in California schools. Effective school counseling is further supported by knowledge of state and national standards for school counseling and by familiarity with models of effective comprehensive school counseling and guidance programs.

A firm foundation of knowledge and professional attitudes is the basis for comprehensive school counseling and guidance programs that promote student development, learning and achievement.

Standard 17
Foundations of the School Counseling Profession

The program provides each candidate with knowledge and understanding of the common core areas including history, philosophy and trends in school counseling; state and national standards and models of Comprehensive School Counseling and Guidance Programs and the theoretical bases for counseling practices.

Rationale

Each candidate must understand counseling responsibilities within a school setting, the goals of a school counseling program, and the knowledge base by which counselors conduct the practice of school counseling. The history, trends, philosophy and theories are the foundation on which school counseling programs are built. This standard represents the fundamental aspects that are common to the development of a school counselor and the understanding and essential elements of a comprehensive

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Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge and understanding of history, philosophy and trends related to the school counseling profession including significant state and national events and factors?
 - How does each candidate demonstrate knowledge of and skills in the development, implementation and evaluation of a comprehensive school counseling and guidance program?
 - How does each candidate demonstrate knowledge and understanding of the three areas of educational counseling: academic, career, and social development.
 - How does each candidate demonstrate a knowledge and understanding of counseling and systems theories and relationships among and between community systems, family systems and school systems and how they interact to influence the student?
-

Standard 18 Professionalism

The program provides each candidate with an understanding of how to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation.

Rationale

In order for school counselor candidates to best develop and maintain a school counseling program, they must develop a professional identity and an understanding of the scope of their professional responsibility and keep abreast of current relevant trends in education.

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Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge and understanding of the necessity for ongoing education as a part of professional development?
 - How adequately does a candidate demonstrate awareness of current trends in education and how it impacts the school counseling profession?
 - How well does each candidate demonstrate knowledge of the state and national associations representing the school counseling profession and related counseling interests?
 - How well does each candidate understand the benefits of belonging to a professional organization that represents school counseling interests?
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Standard 19 Professional Ethics and Legal Mandates

The program provides each candidate with the knowledge about current legal mandates impacting school counselors and pupils. The program provides each candidate with knowledge about the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

Rationale

Counselors must have knowledge of the effects of federal and California laws on pupils and counseling and guidance programs. True professions have ethical standards and practices to protect their clients. School Counselors have a responsibility to uphold the standards of their profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews,

and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge of the state requirements for academic achievement, promotion and retention policies and high school graduation?
- How well does each candidate understand California and Federal laws and regulations effecting school guidance and counseling programs, pupils and staff (for example, confidentiality, child abuse reporting, pupil records)?
- To what extent does each candidate demonstrate knowledge of the ethical standards and practices such as those developed by the American Counseling Association and the American School Counselor Association, and adopted by the California Association for Counseling and Development and the California School Counseling Association?
- To what extent does each candidate demonstrate the skill of applying these ethical standards and practices to specific counseling situations?

II. Domains of School Counseling and Guidance Programs

The goal of comprehensive school counseling and guidance programs is to increase student learning and achievement by promoting student development in three domains: academic development, career development, and personal and social development. School counselors must be knowledgeable of these domains and familiar with models of school counseling and guidance programs that include desired student competencies and means of effectively attaining measurable student outcomes. It is essential that school counselors are skilled in the development, implementation, and delivery of a comprehensive school counseling and guidance programs that effectively address each domain.

Standard 20 Academic Development

The program provides each candidate with an understanding of the concepts, principles, strategies, programs and practices for enabling students to experience academic success and achieve at high levels. Each candidate is able to implement strategies and activities for maximizing learning, producing high quality work and preparing students for a full range of options and opportunities after high school, including success at a four-year university.

Rationale

Counselors are mandated by state law to support the academic development and learning success of students. All strategies, activities, programs, and interventions organized and implemented by school counselors are to serve this end. Included as areas of knowledge and skill in the academic area are reading literacy, basic mathematical skills, skills in decision making, problems solving and goal setting, critical thinking, logical reasoning, and interpersonal communication, and the application of these skills to academic achievement. School counselors and school counseling programs should be directed at enabling all students to achieve success in school and to develop into contributing members of society. To do this effectively, school counseling candidates must gain knowledge of the principles and methods for increasing learning and success and skills in planning and implementing academic support systems.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the candidate demonstrate knowledge of the application and rationale of curriculum standards and frameworks to academic development?
- How does the candidate demonstrate knowledge of and skill in assessing the learning needs of students?
- How does the candidate demonstrate knowledge of and skill in improving student academic self-concept, including: interest and motivation to learn, feeling of competence and confidence as a learner, pride in achievement, accepting mistakes as essential to the learning process and developing attitudes and behaviors which lead to successful learning?
- How does the candidate demonstrate knowledge of learning skills including goal setting, time and task management, task analysis, knowledge of learning styles, test taking skills, textbook reading strategies, problem solving skills, decision making skills, and communication skills?
- How does the candidate demonstrate knowledge of and skill in helping students achieve school success including taking responsibility for their actions, ability to work independently and cooperatively, dependability, productivity, initiative and the ability to share knowledge, interests and abilities?
- How does the candidate demonstrate knowledge of California model high school graduation requirements and skill in assisting students to develop appropriate academic plans?
- How does each candidate demonstrate knowledge of and skill in implementing practices that ensure that all students receive equitable treatment as related to appropriate course selection for post-secondary options, including college?

- How does each candidate demonstrate knowledge of a guidance curriculum that supports learning and skills in using classroom guidance techniques?
 - How does each candidate demonstrate knowledge of admission requirements for the California community college and university system? How does each candidate demonstrate skill in accessing admission requirements for private colleges and universities, vocational and trade schools, and other post-secondary training opportunities?
 - How does each candidate demonstrate knowledge of the relationship of academics to the world of work and to life at home and in the community?
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Standard 21

Career Development

The program provides each candidate with the knowledge of the goals and components of career development programs and possesses skill in implementing and evaluating such programs in schools. Skills include the use of strategies and activities to support and enable student career development, including: developing positive attitudes towards work; acquiring self knowledge in relation to careers and futures; investigating the world of work and career development; understanding the relationship among personal qualities, education, training, careers and futures; making informed vocational and career decisions; and achieving success and satisfaction in pursuing educational, vocational, and career goals.

Rationale

One goal of education is to prepare students to be knowledgeable and contributing members of society. While classroom instruction and learning focus on curricular contents and processes, school counseling programs address the relationship between education and the world of work. Counselors provide guidance to students in the area of career development that gives education relevance and meaning, increases motivation, and establish goals and direction for learning and achievement. School counselors must be prepared to organize and implement career development programs for all students at all school grades and levels in order to insure student success and successful transition from school to careers and futures.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of the world of work, employment trends, career clusters and pathways, career choice theories, and school-based career development programs?
 - How does each candidate demonstrate knowledge of career information resources, including labor market information, visual and print media, and computer-based career information systems; and skill in accessing these resources to assist students in their career development and decision making?
 - How does each candidate demonstrate knowledge of and skill in career development program planning, organization, implementation, administration and evaluation?
 - How does each candidate demonstrate knowledge of and skill in using assessment instruments and techniques relevant to career planning and decision making?
 - How does each candidate demonstrate knowledge of and skill in career and educational assessment, planning, and evaluation?
 - How does each candidate demonstrate knowledge of and skill in using technology-based career development programs and strategies?
 - How does each candidate demonstrate knowledge of and the ability to teach and develop essential employability skills such as working on a team, problem solving, and organizational skills?
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Standard 22

Personal and Social Development

Each candidate applies the concepts, processes, skills and practices required for successful personal and social development. Each candidate is able to plan, organize and implement programs that enable students to acquire knowledge, attitudes and interpersonal skills to help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Rationale

To ensure academic and learning success, school counselors must be able to identify the personal and social developmental needs of all students and address those needs in ways that will help make them personally and interpersonally successful, knowledgeable about themselves and others, and skilled in communicating effectively to promote cooperation and

understanding, interest in others, tolerance of and appreciation for differences between people, and ability to work through conflicts, problems and disagreements successfully.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate enable students to acquire knowledge of their personal strengths, assets, personal values, beliefs and attitudes?
- How does each candidate demonstrate knowledge of and skill in developing programs to enable students to develop positive attitudes towards themselves as unique and worthy persons; to identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it, demonstrate cooperative behavior in groups; and identify and discuss changes in personal, social and family roles?
- How well does each candidate demonstrate skill in helping students to respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns?
- How does each candidate demonstrate the ability to teach students a decision making and problem solving model, enable students to understand consequences of decisions and choices, identify alternative solutions to problems, and develop effective coping skills for dealing with problems, including seeking professional help?
- How does each candidate demonstrate the ability to educate and train students successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, know when peer pressure is influencing a decision?
- How does each candidate demonstrate the ability to assist students in identifying short and long-term goals, setting realistic and achievable goals, and developing a plan of action for successfully achieving those goals?
- How does each candidate demonstrate knowledge about how to help students understand the relationship between rules, laws, safety and the protection of individual rights; learn the difference between appropriate and inappropriate physical contact; understand boundaries, rights, and personal privacy; identify peer and professional resources in the school and the community; learn about the emotional and physical dangers of substance use and abuse, learn how to cope with peer pressure, learn techniques for managing stress and conflict and learn skills for coping with and managing life events?

III. Themes of School Counselor Preparation

Seven themes or areas of emphasis guide the work of school counselors in addressing the domains of student development. The seven themes are: Leadership; Advocacy; Collaboration, Coordination, and Team Building; Focus on Teaching, Learning, and Achievement; Educational Assessment; and Fieldwork Experience. These themes are to be represented as common strands in the teaching and learning of all knowledge, skills, and attitudes related to the domains and functional aspects of school counseling.

School counselors work as leaders in the promotion of student learning and achievement. They serve as advocates for equal opportunity and access to a quality education including support for high learning expectations and standards. In an effort to maximize student support services, school counselors collaborate with other school staff, community agencies and members, parents and student groups, and they coordinate services to build the school into of a safe learning environment that is a center of education and learning for families and the community.

School counselors work to build acceptance and appreciation of the diversity among cultures, peoples and families in the school and community. All their work is directed towards increasing the learning and achievement of students and focused on enhancing the teaching and learning processes. School counselors also evaluate their work through the assessment and identification of student learning and achievement outcomes using data to support successful interventions and make corrective program modifications.

The preparation of school counselors must thereby emphasize the application of knowledge, skills and attitudes to fieldwork practice in all domains and functional areas of school counseling. The following standards further delineate the themes that guide the work of school counselors.

**Standard 23
Leadership**

Each candidate possesses the knowledge, skills and attitudes of effective leadership in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Rationale

Effective and comprehensive learning supports for all students require school counselors to function as leaders in program development, education reform and school change efforts. The needs of students to become successful learners and achieve at high levels requires counselors to extend their work beyond solely providing services and programs. They must work to organize, coordinate and supervise programs and services, train others in program and service provision, broker services to students both in and external to the school, and evaluate their learning and achievement outcomes. Effective and comprehensive counseling and guidance programs call for school counselors to work with teachers in supporting and promoting learning gains, preparing grant proposals and other funding solicitations, organizing and managing programs. These roles require school counselors to develop the knowledge, attitudes and skills of effective leaders.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of the qualities of effective leaders, the principles of effective leadership and effective leadership styles?
- How does each candidate demonstrate the skills of effective leadership in planning, organizing and implementing a counseling and guidance program designed to increase student learning and achievement?
- How does each candidate demonstrate knowledge of education reform efforts and programs?
- How does each candidate demonstrate development as a leader in education reform and school change efforts?
- How does each candidate demonstrate knowledge and skill in preparing grant proposals and/or soliciting funds for programs that promote student learning and academic achievement?
- How does each candidate demonstrate knowledge of the theories and principles of supervision and skill in supervising others involved in delivering counseling and guidance programs (e.g. peer helpers, teacher advisors, volunteers and paraprofessional counselors)?

How does each candidate demonstrate knowledge of school system change?

Standard 24 Advocacy

Each candidate knows the skills and possesses the attitude to advocate for the learning and academic success of all students. Each candidate is able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all students. Such barriers include but are not limited to low expectations for success, limited or poor teaching resources, a lack of or limited educational opportunity, and limited or absent supports for academic learning and achievement.

Rationale

School counselors are in a unique position in the school to observe student and school staff learning and teaching performance and behavior and to organize educational courses, programs and services. They need to know about the communication and interaction between students and teachers, the learning problems and needs of students, the organization of courses and classrooms, student learning and success patterns, and the learning and safety climate of the school. Counselors further function as gatekeepers to educational courses and programs required for students to become successful learners, achieve at high levels and pursue challenging and personally fulfilling future careers. In this position, counselors must advocate for students to receive and benefit from a high quality education, including excellence in teaching, high expectations for all, availability of quality education resources, and opportunity to succeed at high levels of learning endeavor. The absence of effective advocacy in the counseling role may leave students without the support they need to become successful and high achieving learners and thereby promote low expectations, bias and discrimination in educational access and opportunity, school failure, early school drop out, and other negative outcomes destructive to individuals and society.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of current and potential biases and discrimination in educational programs, services and systems that limit, impede or block the highest educational attainment possible for all students?
- How does each candidate demonstrate knowledge of school programs, activities, or services that generate low expectations for students and low morale and motivation among students and teachers, pose impediments and barriers to the highest learning and achievement for all students, and limit the future educational and career outcomes for

students?

- How does each candidate demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success?
 - How does each candidate demonstrate knowledge of and skill in advocating for high academic expectations and learning success for all students?
 - How does each candidate demonstrate knowledge of educational and career paths and skill in imparting such knowledge to students in a manner that increases student motivation, high expectations and learning success?
 - How does each candidate demonstrate knowledge of the academic and learning skills required for students to be eligible for a four-year college or university and impart these skills to students in a manner that increases college application and attendance rates and success?
-

Standard 25

Collaboration, Coordination and Team Building

Each candidate applies the skills of effective collaboration among school staff, parents and community agencies, individuals and groups, applies their skills to meet the personal, social, academic and career development needs of K-12 students. In collaborative efforts, school counseling candidates demonstrate competence in coordinating the support and services of community members, agency personnel and parents within a comprehensive school counseling and guidance program and the educational mission of the school. Counselor candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Rationale

Successful learning and high achievement require a high quality of teaching and adequate and effective support services. Emotional, social, and family problems, low motivation and interest, inadequate and insufficient learning and study skills and habits pose barriers to learning and academic achievement. The effort to remove these barriers and impediments to learning and promote the skills, attitudes and knowledge required for success for all students calls for the integration of community support services and family involvement within the mission of the counseling and guidance program and the educational mission of the school. Counselors must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the supports students need to learn, to achieve at high levels and to become constructive and productive members of society. The involvement of family in schools further enhances the richness of the school as a learning center and focus for community development. Student learning and achievement are further enhanced through the involvement of family and community members. Such collaborative efforts should be coordinated within a comprehensive counseling and guidance program in order to optimize support efforts, establish consistency in goals, minimize conflict and disparate action and enable meaningful evaluation, accountability, and further action planning. Collaboration and coordination require school counselors to be knowledgeable of and skilled in the principles and techniques for building and maintaining effective working teams.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate the knowledge of effective collaboration programs and services that integrate parents, family and community members and community agency personnel to increase student learning and academic achievement?
 - How does each candidate demonstrate the knowledge of and skills in coordinating the support, roles and services of school staff, parents, family and community members and community agency personnel within the framework of a comprehensive counseling and guidance program?
 - In what way does each candidate demonstrate knowledge and skill in team building?
 - How does each candidate demonstrate knowledge of and skill in coordinating support services necessary for success in academic, career, personal and social development and in providing appropriate services to meet these student needs?
 - How does each candidate demonstrate knowledge of and skill in coordinating guidance activities through which students develop competency in self-management, communication, interpersonal interaction, and decision making?
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Standard 26

Focus on Teaching, Learning and Achievement

Each candidate knows classroom management and strategies and techniques for assisting teachers with classroom

organization and control. Each candidate understands curriculum design, lesson plan development, instructional strategies, activities and practices for teaching psychological and guidance material, supporting the development of teaching and learning, and involving parents in classroom learning.

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Rationale

The instructional program is the central focus of schooling. All counseling and guidance activities in the schools need to be directed toward improved student learning. Counselors are also responsible for delivering guidance information and material to students in an efficient and effective manner. They further need to be involved in the improvement of teaching and learning by assisting beginning teachers and training teachers in guidance related subject matter. To attain these goals, counselors must be knowledgeable of and skilled in teaching both in and outside of the classroom.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of effective classroom management strategies, techniques and practices and skill in applying classroom management principles to classroom teaching?
- How does each candidate demonstrate knowledge of and skill in writing curriculum related to the domains of school counseling?
- How does each candidate demonstrate knowledge of and skill in writing lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with other guidance and instructional area subject matter?
- How does each candidate demonstrate knowledge of instructional strategies, activities and practices and skill in applying these to teaching guidance concepts to students, parents and teachers?
- How does each candidate demonstrate understanding of classroom dynamics and instructional activities and materials that are appropriate for students with diverse needs, interests and learning styles?
- How does each candidate demonstrate knowledge of strategies and techniques for involving parents and/or guardians in classroom learning including conducting student-led conferences, parent tutoring, and homework support?
- In what ways does each candidate demonstrate skill in organizing and implementing in-service education programs for school staff focused on the subject matter of counseling and guidance?
- In what ways does each candidate demonstrate methods and techniques for supporting beginning teachers?

Standard 27
Educational Assessment

Each candidate understands the current theories of and different methods that support data-based decision making for the purpose of understanding, evaluating and promoting positive student performance, program outcomes, and school climate. Each candidate knows various assessment programs and techniques, and has an understanding of the research methods, statistical analysis, needs assessment and accountability as they relate to academic, career, personal and social development. This understanding requires consideration of the impact of the cultural, ethnic and gender make-up of the students, the school, and the community upon student assessment, achievement and accountability, and familiarity with the selection, administration and interpretation of a wide variety of assessment procedures and research methods.

Rationale

School counselors use student assessment and research methods to develop strategies for the improvement of student performance and accountability.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of testing and other assessment techniques and programs, including accountability?
- How does each candidate demonstrate knowledge of the effects of cultural, ethnic and gender factors upon assessment programs and research techniques?
- How does each candidate demonstrate knowledge and skill in using non-testing assessment procedures (e.g. observation, anecdotal records, questionnaires, case studies and student records)?

- How does each candidate demonstrate knowledge of statistical research concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations?
 - How does each candidate demonstrate knowledge of the effect of biased assessment on student course and program placement?
 - How does each candidate demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation?
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Standard 28 Fieldwork Experience

To develop competency in all areas of school counseling and guidance, each candidate has opportunity to demonstrate his or her knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Each candidate demonstrates in fieldwork knowledge of and skills in working with pre-K through adult students in: models of effective school counseling programs; ethical and legal mandates; academic development, career development, and personal development and social development; leadership; advocacy; collaboration, coordination and team building; teaching, learning, and achievement; educational assessment; personal counseling; group counseling and group facilitation; consultation; program development; prevention education; and organizational and system development.

The school counseling program requires candidates to complete a supervised practicum experience in a school setting for a minimum of 100 clock hours. The candidate's practicum includes the following:

1. orientation to school teaching, counseling programs and services, activities and organization;
2. a minimum of 50 hours of experience in practicing the functions of the school counselor in areas where the candidate has been trained or is prepared;
3. an average of one-half (0.5) hours of individual supervision which occurs regularly over a minimum of one academic term by a program faculty member, a school site supervisor, or a supervisor working under the supervision of a program faculty member (e.g. an advanced graduate student);
4. an average of one (1) hour of group supervision provided on a regular schedule of the course of a candidate's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
5. evaluation of the candidate's performance throughout the practicum by a program faculty member in consultation with a school site supervisor or designated supervisor.

The school counseling program requires students to complete a supervised field experience of 700 clock hours that is begun after successful completion of the practicum experience and a series of preliminary courses as defined by the program as preparation for the field experience. The field experience provides an opportunity for the candidate to perform under supervision the functions of school counselors in school counseling domains. The candidate's field experience includes the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels (i.e. elementary, middle, high school) with a minimum of two hundred (200) clock hours at each level;
 2. A minimum of one hundred (100) clock hours in a school-based program serving parents and family members and/or a community service program serving children and/or families.
 3. An average of one (1) hour of individual or one and one half (1.5) hours of small group (limit 4 interns per group) supervision per week provided throughout the field experience, usually performed by the on-site supervisor;
 4. An average of one and one half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member;
 5. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices;
 6. The opportunity for the candidate to develop audio and/or videotapes of her or his performance in school counseling domains and functions for use in supervision; and
 7. A formal evaluation of the candidate's performance during the field experience by a site supervisor and program faculty member.
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IV. Functions of School Counselors

School counselors must possess an array of knowledge, skills and attitudes to implement programs and services that increase student learning and achievement by addressing the three domains of school counseling and guidance programs. Programs and services are delivered through school counselors exercising several functions including personal and social counseling; group counseling and facilitation; consultation services to schools; program

Standard 29
Personal and Social Counseling

Each candidate knows the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling particularly as they pertain to helping students cope with personal and interpersonal problems, issues and concerns. Each candidate has skills in developing a therapeutic relationship, interviewing, identifying counseling goals, planning and implementing strategic interventions for reaching those goals, and closing a counseling contact with students. Candidates also know and possess skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, each candidate understand and possess skill in evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Each candidate knows community based mental health referral resources and effective referral practices.

Rationale

Comprehensive counseling and guidance programs address the mental health needs of students focusing on the mental, emotional, and social problems, issues and concerns that are potential barriers to successful learning and achievement. School counselors must be skilled in identifying the mental health needs of students, determining the appropriate means of meeting such needs, providing direct intervention and guidance when necessary, exploring alternatives, and developing, organizing and utilizing effective mental health referral resources. As a primary mental health service provider in the schools, candidates demonstrate knowledge about early warning signs of emotional and behavioral disorders, including aggressive and violent behavior.

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Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of and skills in applying theories of counseling that pertain to counseling students in schools (e.g. crisis intervention, suicide prevention, person-centered counseling, solution focused counseling, cognitive and behavior modification)?
- How does each candidate demonstrate knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling (e.g. anger management, suicide prevention, stress reduction, eating disorders, depression, divorced parents, grief and loss)?
- How does each candidate demonstrate knowledge of and skill in assisting individual students in identifying and expressing feelings, containing intense and overwhelming emotion, and working through emotional conflicts and problems?
- How does each candidate demonstrate knowledge of mental health resources in the school community and skill in accessing those resources both within and outside of the school for helping students with personal and social problems, issues and concerns.
- How does each candidate demonstrate knowledge of assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive programs and services?
- How does each candidate demonstrate knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals?

Standard 30
Group Counseling and Facilitation

Each candidate understands and possesses skill in group work, including counseling, psycho-educational, task, and peer helping groups, and facilitation of teams and committee meetings to enable students to overcome barriers and impediments to learning.

Rationale

The work of school counselors in effectively promoting the academic, personal, social and career development of students is often optimized by delivering counseling services, educating and training in the context of small groups. Groups provide mutual help, support and learning that enhances and expands what counselors can provide. Group work further enables counselors to identify interpersonal limitations and enhance interpersonal skills in a real-life context where students can practice new skills

and build caring and supportive relationships. Such group work will increase student inclusion and identity in the school community and enhance their ability to learn, to grow, to develop, and to achieve at high levels.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of group theory and group dynamics and the types of groups relevant to working in schools?
 - How does each candidate demonstrate knowledge of and skill in leading small groups directed towards promoting the academic, personal, social and career development of students?
 - How does each candidate demonstrate knowledge of and skill in facilitating small and large groups of individuals working on educationally related tasks?
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Standard 31
Consultation Services To Schools

Each candidate understands consultation processes and programs wherein pupils, teachers, administrators, parents, and community members collaborate with the counselor on ways to address pupil needs.

Rationale

Pupil needs and social complexities within schools and communities demand counseling services and programs beyond those that individual counselors can provide directly. In order to identify specific community members who can be of assistance to pupils and their families, each candidate should know available school and community resources that offer services to address educational needs of pupils. Counselors need to demonstrate effective consultation processes to enhance the ability of others to accomplish their assigned tasks effectively.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of and skill in identifying and selecting appropriate consultation processes with students, teachers, administrators, and parents in support of pupils achieving educational success?
 - How effectively does each candidate demonstrate knowledge of the school as an organizational system and how to effect change within that system?
 - In what way does each candidate demonstrate skill in consulting with other staff members in developing and modifying educational programs to meet student needs including classroom management, learning styles, and discipline policies?
 - How does each candidate demonstrate knowledge of the public and private agencies available within the community that provide a variety of services to students and their families and appropriate referral procedures for accessing those services and programs?
 - To what degree do candidates provided participate in student study teams and other school-based and multi-agency teams designed to develop and coordinate programs and services for children and families?
 - How effectively does each candidate demonstrate knowledge of multicultural factors affecting consultation at the individual and systems level?
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Standard 32
Program Development

Each candidate understands and is able to plan, develop, implement and evaluate counseling and guidance programs that are part of a comprehensive school plan. Such programs should include student outcomes that reflect the impact of counseling and guidance on student learning and academic achievement.

Rationale

Counselors must be prepared to plan, develop, implement and evaluate counseling and guidance programs and support services that effectively address the educational needs of students and the needs of the school to become an effective learning community. To determine the effectiveness of these programs in relation to the educational mission of the school, counselors must be able to identify and assess student outcomes resulting from involvement in such programs and use this information to make changes in existing programs and/or plan and implement new programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of a variety of comprehensive counseling and guidance programs?
 - How does each candidate demonstrate knowledge of and skill in conducting needs assessments and in planning, developing and implementing counseling and guidance programs based on such assessments?
 - How does each candidate demonstrate knowledge of the process of developing comprehensive counseling and guidance program budgets, sources of funding and appropriate expenditures?
 - How does each candidate demonstrate knowledge of organizing and staffing comprehensive counseling and guidance programs?
 - How does each candidate demonstrate knowledge of and skill required in designing and implementing an evaluation of a counseling and guidance program, including the collection of data and preparation of an evaluation report that demonstrates the impact of the program on student outcomes related to improved and achievement?
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Standard 33 Prevention Education and Training

Each candidate knows and has skill in the planning, organization and presentation of educational programs designed to: promote student learning and high academic achievement; prevent problems that pose barriers or impediments to learning and achievement; and develop the knowledge and skills of school staff, parents, and family members to enable them to eliminate barriers and impediments to learning and achievement and promotes learning success.

Rationale

Comprehensive counseling and guidance programs include a major emphasis on educational strategies designed to prevent problems from occurring. Such strategies enable counselors to provide services to all students through presentations in classrooms and assemblies, and through in-service education programs to school staff, parents and family members. School counselors are capable of predicting and anticipating student and school problems and in providing prevention measures to overcome or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does each candidate demonstrate knowledge of and skill in identifying early signs and predictors of student learning problems?
 - How does each candidate demonstrate knowledge of and skill in developing, organizing, presenting and evaluating educational programs designed to prevent learning difficulties and promote learning success?
 - How does each candidate demonstrate knowledge of and skill in developing, organizing, presenting and evaluating preventative in-service education programs for school staff?
 - How does each candidate demonstrate knowledge of and skill in developing, organizing, and presenting prevention programs for parents, family and/or community members?
 - How does each candidate demonstrate knowledge of student and parent attitudes, skills and abilities that support learning success and high academic achievement?
 - How does each candidate demonstrate knowledge of and skill in working with teachers to implement and evaluate educational programs designed to prevent learning problems and promote student learning success and high academic achievement?
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Standard 34 Organizational and System Development

Each candidate understands the organization, structure, and cultural context of schools and is able to design, implement, coordinate and evaluate a comprehensive school guidance and counseling program, including the development and attainment of short-term and long-term goals as it relates to the school system.

Rationale

Local schools operate as organizations that are a part of a larger organizational and cultural context. School counselors are leaders who need to understand the dynamics of these organizations, the cultures that characterize them, and the wider context that helps or hinders the development of effective programs. Understanding these dynamics will help them in developing programs within the three school counseling domain areas.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate understands basic principles of organizational theory and change theory so as to be able to lead and work collaboratively as a part of a total educational team?
- To what extent does each candidate understands the organization of the school, dynamics of change and the roles of individuals within the school setting?
- How clearly can each candidate explain comprehensive school counseling and guidance program to administrators, parents, school faculty, students and the community and its impact on teaching and learning?
- How effectively is each candidate able to identify a wide range of intellectual, political, ethical, cultural and economic forces that impact the school organization.?
- How well does each candidate understand the historical and philosophical forces that have an impact on school ecology?
- How effectively does each candidate understand the techniques used to guide, motivate, delegate, and build consensus in program development and the achievement of results?
- How clearly does each candidate understand how to work with various persons and groups in establishing and developing educational policies and practices?
- How well does each candidate organize effective intervention strategies and to manage an appropriate referral system that is integrated with school personal and community resources?
- To what degree does each candidate understand the interrelationships among prevention and intervention strategies, school organization, and society?
- To what extent does each candidate understand valid and reliable program assessment approaches and procedures to provide information about student progress and to improve the guidance and counseling program?
- How well does each candidate understand the school organization and the realities and opportunities for entry into different areas of professional services?

Standard 35
Determination of Candidate Competence

Prior to recommending each candidate for a School Counseling Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional standard. The candidate must also have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- Does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?
 - Has a systematic summative assessment been completed of each candidate's performance by at least one district supervisor and one institutional supervisor?
 - Does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?
 - Does one or more persons who are responsible for the program decide to recommend each candidate for credentials on the basis of all available information of each candidate's competence and performance?
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School Psychology Specialization

Draft Standards

School Psychologist Specialization Standards

I. Core Knowledge Base and Foundations

As California and the nation address the complex needs of today's pupils, there is an increased emphasis on comprehensive service delivery in school-based settings. The school psychologist, a school-based mental health professional, is in a position to provide a holistic approach to psychological service delivery in the schools. It is essential that school psychologists have a solid foundation in a core knowledge base of psychology, education, and professional school psychology so that they are able to use theory and context to form comprehensive conceptualizations of and responses to the challenges and opportunities that confront pupils, families, and schools.

Standard 17 Psychological Foundations

The program provides each school psychologist credential candidate with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base shall include biological bases of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.

Rationale

School psychologists serve as the major representatives in the school of the discipline of psychology and learning. School psychologists need to apply theories of learning and development in order to facilitate and improve the instructional process. They should know (a) empirically demonstrated components of effective instruction, (b) alternative instructional methodologies, and (c) how to use communication and interpersonal skills in order to work with others to improve instruction. School psychologists bring a perspective that combines a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about how learning occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners).

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge of child and adolescent development?
 - To what extent does each candidate demonstrate knowledge of human learning?
 - In what ways can each candidate display knowledge of individual differences (e.g., human exceptionalities and developmental psychopathology)?
 - How does each candidate demonstrate knowledge of biological bases of behavior (e.g., biological bases of development, neuropsychology, physiological psychology, and psychopharmacology)?
 - How does each candidate demonstrate knowledge of social and cultural bases of behavior (e.g., cross-cultural research, social development, social and cultural diversity, and social psychology)?
 - How does each candidate demonstrate knowledge and application of learning theory and cognitive strategies related to the instructional process?
 - To what extent does each candidate demonstrate knowledge of empirically supported components of effective instruction and alternative instructional methodology?
 - To what extent does each candidate demonstrate skills in the communication and interpersonal skills necessary to work with school staff and parents to improve instruction?
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Standard 18

Educational Foundations

The program provides each school psychologist credential candidate with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires each candidate to be prepared to help design and operate programs to promote school-family interactions. The program requires each candidate to be knowledgeable about: (a) family influences on pupil cognitive, motivation, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.

Rationale

School psychologists should know how to help schools organize in ways that promote learning and prevent problems. School psychologists should provide leadership in developing schools as safe, caring, inviting places in which there is a sense of community, and there are high expectations for excellence for all pupils. School psychologists need to share leadership roles in coordinating with other agencies and in forming linkages within the community. Efforts to make schools less "independent" and more "collaborative"—with parents, social and health agencies, juvenile probation authorities, local businesses, etc.—are a major challenge and a commitment to change at all levels.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways does each candidate demonstrate knowledge about the organization and operation of schools, school and community-based resources, as well as alternative service delivery programs?
 - How does each candidate demonstrate knowledge about how to design and organize programs that promote learning and prevent problems, as applied to individuals, groups, and systems?
 - How does each candidate demonstrate knowledge about family involvement in education and ways to improve collaboration between parents and educators to enhance pupils' development and achievement?
 - To what extent does each candidate demonstrate knowledge of cultural issues that impact home-school collaboration?
 - In what ways does each candidate demonstrate knowledge of various public and private agencies and resources available within the community and via technology (e.g., the Internet) that can provide a variety of services and information to pupils and their families?
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Standard 19

Legal, Ethical and Professional Foundations

The program provides each school psychologist credential candidate with a knowledge base specific to the professional specialty of school psychology. This knowledge base shall include (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires each candidate to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards, both to enhance the quality of services and to protect rights of all parties, which takes into account the diverse values that influence the lives of people.

Rationale

Psychology, of all the disciplines and professions associated with education, provides a highly relevant contribution to teaching, learning, and child development. The school psychologist's role is increasingly more important and comprehensive, as reform movements in healthcare, education, and social services converge on providing services in the schools. School psychologists are positioned to deliver psychology both in the schools and the broader, emerging school-family-community context. School psychologists are directly involved in making decisions that reflect the legal rights of pupils and their guardians, and thus must be aware of and adhere to all appropriate ethical, professional, and legal standards when carrying out their professional responsibilities.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree is each candidate knowledgeable of the history and foundations of school psychology?
 - How does each candidate demonstrate knowledge of alternative models for the delivery of school psychological services, emergent technologies, and the roles and functions of the school psychologist?
 - In what ways does each candidate participate in an ongoing formative process that identifies personal strengths and weaknesses for the purpose of improving the each candidate' expertise in the practice of school psychology?
 - Is each candidate familiar with the content of the codes of ethics and service delivery standards of national (National Association of School Psychologists and American Psychological Association) and state (California Association of School Psychologists) professional organizations?
 - To what extent is each candidate aware of the many sources and content of laws and regulations that affect pupils, their parents or guardians, and school personnel?
 - To what degree is each candidate able to participate in a variety of decision-making activities in the school setting that involve attention to the legal rights of pupils and their parents or guardians?
 - How does each candidate combine a data-driven model with an ethical decision-making process to resolve problems arising from value conflicts at the individual, group, and organizational levels?
 - How does each candidate display ability to resolve dilemmas combining a data-driven model with an ethical decision-making process when legal guidelines and ethical codes does not provide guides to problem resolution?
 - When appropriate how does each candidate demonstrate ability to adhere to (a) due process guidelines in all decisions affecting pupils; (b) maintain accepted standards in assessment, consultation, and general professional practice; and (c) fulfill all legal requirements, as in response to legal decisions?
 - To what extent is each candidate knowledgeable of the legal requirements that determine the child's rights to and eligibility for special education services and the processes that protect that the child's rights?
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II. Professional Skills and Training

Each candidate is involved in a broad array of activities related to the delivery of mental health and educational services to the schools. These services include consultation with teachers, parents, and school personnel about: (a) pupil's learning and development; (b) social, emotional and behavior problems; (c) development and implementation of educational programs on classroom management strategies; (d) parenting skills; (e) substance abuse; (f) teaching and development; (g) assessment of child development and evaluation of pupil progress; (h) direct interventions with pupils and families; and (i) development of solutions to conflicts related to learning and adjustment.

Each candidate possesses professional skills and training, and effectively integrate personal attributes and experiences with a core knowledge base of the profession (e.g., biological and social bases of behavior). These skills and training are a necessary but not a sufficient part of what it means to be a school psychologist. Each candidate must also be flexible and capable of personal development in areas such as leadership, ethical conduct, self-awareness, wellness and professional resiliency.

Standard 20 Collaboration and Consultation

Each credential candidate has positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with pupils, among teams of school personnel, community professionals, agencies, and families and schools. Each candidate is prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Each candidate must also understand the vital importance of theories of consultation and collaboration. Each candidate is able to clearly present and exchange information in a variety of contexts with diverse audiences such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists.

Rationale

With their expertise in collaboration and consultation, school psychologists are called upon to listen well, participate in discussions, convey information and work with others at individual, group, and systems levels. They should be able to form partnerships between parents, educators, and the community. School psychologists facilitate development of harmonious school environments, to reduce the divisiveness often found in troubled schools, and to promote the kinds of principled negotiations necessary to achieve consensus. Strong communication skills are essential in order for school psychologists to clearly present and exchange information with diverse audiences. School psychologists deliver direct services as well as indirect services. Providing consultation and collaboration services with individuals who work with pupils allows psychological and educational interventions to efficiently reach more pupils.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge of behavioral, mental health, organizational and/or collaborative consultation approaches?
- To what extent is each candidate provided the opportunity to participate on child study, student study teams, and other school-based and multi-agency teams designed to develop and coordinate programs and services for pupils and their families?
- In what ways does each candidate demonstrate skills in presenting and exchanging information with diverse audiences such as parents, teachers, school boards, policy makers, business leaders, and colleagues in a variety of contexts?
- How does each candidate demonstrate skills in individual and systems consultation?
- In what ways does each candidate demonstrate effective consultation skills with teachers, parents and other professional staff?
- How does each candidate display the ability to collaborate with parents and school staff to develop interventions for pupils experiencing difficulty in school?
- How well does each candidate facilitate communication and collaboration with pupils and among teams of school personnel, community professionals, agencies, and families/schools?
- How does each candidate use knowledge of multicultural factors in individual and system levels consultation?
- To what extent does each candidate demonstrate knowledge about cultural issues that impact home-school collaboration?
- To what extent does each candidate display skills related to problem solving?

Standard 21

Wellness Promotion, Crisis Intervention, and Counseling

Each credential candidate is prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. In addition, each candidate is knowledgeable about and models wellness and professional resilience for others. Each candidate is knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers each candidate is able to recognize the behaviors that are precursors to development of externalizing disorders (e.g., defiance, aggression, and potentially destructive behavior), and internalizing disorders (e.g., depression, anxiety, and risk of suicide), or school dropout. In addition to recognizing pupil needs, each candidate knows how to design programs, and to provide prevention, treatment, and intervention services. Each candidate is able to work with school personnel, pupils, parents and the general community in the aftermath of personal, school, and/or community crises.

Rationale

Public schools are one of a variety of organizations in each community that serves pupils and their families. Within the school system, school psychologists serve vital roles in the promotion of wellness and the prevention of academic, emotional, and behavioral problems. Given their expertise in typical and atypical child development, school psychologists are called upon to work with individuals in the school and community and at times to help in the aftermath of disasters such as earthquakes or acts of violence. Additionally, pupils and their families often have needs that go beyond the services typically provided through the public school system and need assistance to access services within the community.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge about behavioral, academic, and socio-emotional difficulties?
- How does each candidate demonstrate knowledge about public and private agencies available within communities to provide a variety of services to pupils and their families?
- How does each candidate demonstrate leadership skills in coordinating with other agencies and in forming linkages within the community?
- To what extent can each candidate display the ability to design and operate programs that promote school-family partnerships to enhance pupils' social and emotional development?
- How well does each candidate implement prevention and wellness promotion activities across a broad range of age levels and with a variety of potential problems?
- How well does each candidate use direct methods and techniques such as behavioral management and individual and group counseling to improve school performance?
- How well does each candidate demonstrate skills in effective counseling and intervention skills to (a) enhance personal development, (b) address socio-emotional problems, and (c) respond to crises?
- To what extent does each candidate demonstrate ability to provide individual, small group and classroom-based counseling activities for pupils of different ages, and with different types and degrees of difficulties?
- To what degree does each candidate demonstrate skills in working with school personnel, pupils, parents and the

Standard 22

Individual Evaluation and Assessment

Each credential candidate acquires skills in data-based decision making and accountability in all aspects of individual evaluation and assessment. Each candidate demonstrates the ability to use data to define, understand, and solve problems. Each candidate should be well versed in a variety of assessment methods and contextual influences on outcomes, such as (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences. Each candidate understands how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Each candidate is able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies.

Rationale

School psychologists are responsible for collecting considerable data on individual pupils and educational programs. They do so through evaluation and assessment—a process of observing, interviewing, testing, and reviewing records to collect data for the purposes of making decisions about pupils. School psychologists are needed to provide leadership in identification of instructional environments (school and home), as well as cognitive, emotional, social, and behavioral factors that have a significant impact on school achievement and the development of personal competence. They help in the development of challenging but achievable cognitive, behavioral, and academic goals for all pupils.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does each candidate collect data on individual pupils and educational programs?
 - How well does each candidate conduct ecologically valid individual assessments of pupils from preschool through high school in all areas of functioning (cognitive, developmental, psychomotor, academic, social and emotional development, etc.)?
 - To what extent does each candidate demonstrate skills in making decisions about appropriate interventions based on systematically collected assessment data?
 - How does each candidate assess the progress of individual pupils to determine the effectiveness of instructional and behavioral interventions?
 - In what ways does each candidate demonstrate knowledge about ecological influences on pupil cognitive, motivational, and social characteristics that affect classroom performance?
 - How does each candidate use assessment information to evaluate educational interventions and to modify them as needed?
 - To what extent does each candidate demonstrate skills in conducting functional behavioral assessment?
-

Standard 23

Program Planning and Evaluation

Each credential candidate understands the school as a system and work with individuals and groups to facilitate organizational structures and policies that create and maintain safe schools environments that promote learning and enhance positive educational outcomes for pupils. Each candidate utilizes data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Each candidate is skillful in evaluating local school programs and in interpreting findings to other educators and to the public.

Rationale

Data-based decision making and accountability are important in program creation, development and evaluation for groups and systems. As a result of their training, school psychologists are often called upon to plan and evaluate prevention and intervention programs for the developing pupil. School psychologists must possess knowledge to design curriculum that reflects an understanding of typical developmental tasks. School psychologists are called upon to help create a safe and nurturing school environment for pupils who may otherwise not experience such stable, affirming and positive experiences.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews,

and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge of program evaluation theories and techniques?
- How well does each candidate gather data on school systems and classroom environments?
- How well does each candidate display knowledge about development in social, affective, and adaptive domains and identify and apply sound principles of behavior change within these domains?
- To what extent does each candidate demonstrate the ability to help schools create environments that reduce alienation and foster dignity and respect for all members of the school community?
- How effectively does each candidate demonstrate skills in designing, conducting, and reporting the results of program evaluations?

Standard 24
Research, Measurement, and Technology

Each credential candidate knows basic principles of research design. This includes traditional experimental design as well as qualitative and single-subject designs. Each candidate is able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Each candidate understands and utilizes computer technology and attendant technological applications.

Rationale

The psychological and educational research literature has much to offer to school practitioners, but the information is not always accessible or easily understood by all school personnel. School psychologists provide leadership and guidance in the school community with their knowledge of current literature on various aspects of education and child development, their ability to translate research into practice, and their understanding of research design and technology. School psychologists serve vital roles in helping various members of the school community gain access to important information about best practices in education.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well does each candidate demonstrate knowledge about basic principles of research design in education and psychology?
- How proficient is each candidate in the use of relevant technology in order to (a) conduct and disseminate research, (b) evaluate pupil progress, and (c) access information?
- How well can each candidate locate research data and interpret its meaning to pupils, parents, school, and the community?

III. Experience
Practica and Field experience

Supervised field experience is critical to the training of school psychologists at every stage of their development. Carefully structured and supervised experiences in schools and other appropriate settings allow trainees to observe experienced practitioners, practice initial skill development, and extend their skills. Field experience is also the primary means through which supervisors and more experienced mentors can deliver immediate and direct feedback and coaching essential to the development of professional skill and confidence. Prior to receiving a credential, professional experience and coursework are inextricably linked, and based on an explicit model of anticipated candidate development.

Definition of Terms

Practica. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory and or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Field experience. The field experience is the culminating experience in the training of a school psychologist. It occurs after successful completion of the practica fieldwork and near or after successful completion of other program course requirements.

Fieldwork Settings. The four basic fieldwork settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that each candidate will complete fieldwork experiences in three (3) of

these four (4) settings. A total of 150 hours is required for the second and third fieldwork settings when combining all practica and field experiences.

Standard 25
Practica

Each credential candidate is provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, each candidate is provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Each candidate demonstrates the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

Practica shall consist of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory and or field-based settings. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seek to ensure the acquisition of desired skills by pupils.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool-grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (e.g., child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (e.g., private schools, community mental health centers).
3. Supervision and principle responsibility for the practicum experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
4. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.
5. All practica experiences are evaluated. Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on-campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate's progress and the suitability of the various characteristics of the experience.
6. The four basic fieldwork settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that each candidate will complete fieldwork experiences in three (3) of these four (4) settings. A total of 150 hours is required for the second and third fieldwork settings when combining all practica and field experiences.

Rationale

Practica experiences are viewed as integral and essential components of professional training in school psychology. They provide opportunities for trainees to gain knowledge and skills most appropriately learned in the field, and to refine skills and clarify knowledge learned as a part of the university training program. Practica experiences must be of sufficient duration and intensity to allow for desired skill acquisition. They must also be provided in settings and under conditions appropriate to program objectives. For example, courses or practica experiences designed to develop candidate skill in the area of individual assessment and educational planning and evaluation should include some school-based practice. This allows each candidate to become familiar with such activities as classroom observation, interviewing of teachers and pupils, participation on Student Study and IEP Teams, consultation and intervention planning with parents and school staff, and other activities which only occur in schools.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How is each candidate provided a program of individualized and supervised field experiences that give them the opportunity to practice skills acquired in coursework?
- In what ways is each candidate provided the opportunity to observe individual differences in cognitive, social, emotional and physical development by systematically observing pupils in different settings from early childhood through late adolescence?

- How does fieldwork settings provide each candidate the opportunity to become familiar with a wide range of classroom instructional settings designed for pupils from diverse backgrounds and with different abilities from preschool through high school?
- To what extent is each candidate provided the opportunity to develop effective interpersonal skills through interactions with pupils, parents, school staff and other professionals working with pupils?
- In what ways does each candidate receive regular evaluations regarding their fieldwork performance from field- and university-based supervisors?
- How do both field supervisors and university supervisors evaluate each candidate's readiness to assume the responsibilities involved in being an intern school psychologist

Standard 26 Field experience

The field experience is the culminating experience in the training of a school psychologist. During the field experience, the candidate has the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, each candidate provides direct and indirect services to pupils, parents, and school staff in all areas of training.

A minimum of twelve hundred (1200) clock hours of field experience is required according to the following standards and guidelines:

1. **The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.**
2. **The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.**
3. **Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.**
4. **Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provide indirect supervision.**
5. **A field-based professional holding a current and valid Pupil Personnel Services credential authorizing service as a school psychologist provides intern supervision. The primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. An field experience placement site is approved by the candidate's credential-granting institution and provides experiences that are consistent with the credential-granting institution's training objectives. In those few instances when an appropriate field experience site is located outside of California, the fieldwork site supervisor must be a Nationally Certified School Psychologist.**
6. **A written plan for the intern experience is prepared and agreed upon by representatives of the local educational agency, the intern supervisor(s), training program supervisory staff, and the field experience plan is completed early in the field experience and periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.**
7. **Each candidate receives academic credit for the field experience, and the experience is recognized primarily as a training activity by the cooperating school district. On-campus course work is reduced in proportion to the demands of the field experience.**
8. **The four basic fieldwork settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that each candidate will complete fieldwork experiences in three (3) of these four (4) settings. A total of 150 hours is required for the second and third fieldwork settings when combining all practica and field experiences.**

Rationale

The field experience is critical to the development of well-trained and professional school psychologists. These 1200 hours of supervised practice may well be the single most important experience that allows the candidate to develop competence, confidence and professional autonomy and identity. Prior to the field experience, each candidate learn specific skills that are required for professional practice. During the field experience, the trainee has the opportunity to practice the skills that have been acquired, and learn those professional and interpersonal skills that can only be acquired through on-the-job training. For this reason, a critical and defining characteristic of the field experience is the commitment to complete all 1200 field experience hours in no more than two academic years. The field experience is an intense and diversified experience, as compared to a practica placements, and requires close supervision.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- Does each candidate participate in an field experience on a full-time basis over one year, or part-time over two years, accounting for a minimum of 1200 clock hours? [Eight hundred (800) clock hours must be spent in a preschool-grade 12-school setting providing direct and indirect services to pupils. Four hundred (400) of the 1200 hours is can be completed other appropriate settings and activities as documented by institutional records.]
- Does the school setting(s) for the field experience have access to pupils across a broad age range, other pupil personnel services personnel functioning within a team framework, a full range of services for all pupils, and services for those pupils who have both high and low incidence disabilities?
- To what extent has the institution made sure that field experience placements provide a broad and multifaceted experience and provide interns the opportunity to engage in the full range of activities expected of a school psychologist? These activities include but are not limited to:
 - developing and implementing prevention as well as intervention programs for individuals and groups of pupils;
 - consultation (with school staff and parents);
 - counseling, (individual, group, class, and crisis with pupils and parents);
 - screening and assessment;
 - coordination of resources, programs;
 - opportunities for interdisciplinary team membership;
 - opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils;
 - opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and
 - opportunities for professional development (professional conferences, in- service training, etc.).
- To what extent does each candidate have a written plan for the field experience, describing the objectives, the evaluation plan and supervisory responsibilities of both field and university personnel?
- How consistently does each intern receive a minimum of two hours of supervision each week (prorated for part-time placements)?
- How consistently do field supervisors have a minimum of two years experience as a credentialed school psychologist?

Standard 27
Determination of Candidate Competence

Prior to recommending each candidate for a School Psychologist Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional standard. The candidate must also have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?
- To what extent has a systematic summative assessment been completed of each candidate's performance by at least one district supervisor and one institutional supervisor?
- To what extent does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?
- How consistently does one or more persons who are responsible for the program decide to recommend each candidate for credentials on the basis of all available information of each candidate's competence and performance?

Specialization

Draft Standards

Standard 17 General Program Requirements

The program provides each child welfare and attendance supervisor credential candidate with the opportunity to acquire the knowledge needed to implement standards 18 through 23.

Rationale

Credential candidates must be provided information about the competencies they are expected to learn.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do the program provide information to credential candidates that is related to the competencies they must learn?
 - To what extent does the program allow credential candidates to explore various options and alternatives to learn materials needed to be able to implement competency standards?
 - In what ways does the programs organize and otherwise provide structure to credential candidate to simplify the learning process?
-

Standard 18 Wellness and Resiliency Promotion

Each school social work candidate must demonstrate the ability to promote healthy emotional development and resiliency of students by designing, implementing and evaluating services and programs at the individual, group, and institutional level. These programs and services should be designed on behalf of students, staff, families, and communities to maximize educational outcomes.

Rationale

By understanding the theories of resiliency and recognizing the strengths and abilities that children and families possess, school social workers are better able to develop prevention and early intervention efforts. School social work candidates must work towards increasing the number of protective factors and growth promoting experiences within a child's life that lead to personal/social responsibility and academic success.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate an understanding of the principles of child and youth development, resiliency, and family support within the context of a comprehensive health and wellness model?
 - How do candidates demonstrate the ability to assess the strength and assets found in the student, his/her home, the school setting, and in the community?
 - How do candidates demonstrate the ability to recognize the precursors to dysfunctional behaviors?
 - How do candidates demonstrate the ability to conceptualize and plan prevention, direct intervention services, and crisis intervention programs in the natural environments of children and youth, including the school setting, the home, and the community?
 - To what extent do the candidates understand the impact the school setting and culture have to enhance youth development and to promote academic success and resiliency in the student population?
-

Standard 19

Direct Learning Support Services

Each school social work candidate must demonstrate the ability to perform culturally competent, bio-psycho-social assessments of students, their families, and their social environments. Each candidate must demonstrate the ability to develop intervention plans to effectively use school and community resources to meet the needs of students and engage their families as full partners in learning support. Each candidate must demonstrate the ability to deliver a continuum of opportunities, services, and supports to maximize academic, social, and emotional outcomes to students, their families, and to enhance the school community for all its members.

Rationale

School social work candidates must possess the ability to assess the cognitive, emotional, psychological and social needs of students and their families in order to promote positive academic, social, and emotional outcomes for students, their families, and the school community. School social work candidates must be able to develop intervention strategies using a wide array of individual, family, group, and community level methods.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate knowledge and understanding of normal and abnormal child, adult, family and community development including variations related to culture, ethnicity, class, and ability differences?
 - How do candidates demonstrate the ability to assess the operation and interacting of key social systems in a child's life including the home, classroom, school, peer group, neighborhood, significant institutions and community at large?
 - How do candidates demonstrate knowledge and understanding of the developmental impacts of life-changing events and conditions such as poverty, abuse, neglect, changing family constellations, domestic violence, loss, and family conflict?
 - How do candidates demonstrate knowledge of and skills in the different techniques to interviewing children, adolescents, and adults to clarify problems and to elicit their participation in problem-solving activities?
 - How do candidates demonstrate skill in utilizing appropriate social work methods with students, groups of students, parents, and others to make a proper definition of problems, conduct comprehensive assessments, develop strategies, and implement an action plan on behalf of students?
 - How do candidates demonstrate skill in interpreting student's developmental and educational status and potential to families to enhance families understanding and cooperation in utilizing available school resources and community based services?
 - How do candidates demonstrate the ability to design and implement treatment, support, task and activity groups that meet client needs in a developmentally and culturally appropriate manner and integrate effectively into the school environment?
-

Standard 20 System Level Learning Support Services

Each school social work candidate must demonstrate the ability to assess, design, advocate for, and deliver direct and indirect services to affect educational outcomes at the systemic level. These activities must be based on knowledge of the mission and function of the school, school district, local community, and its institutions (including but not limited to health, mental health, law enforcement, social services, juvenile justice, and recreation and parks) and how the systemic factors contribute to learning outcomes in both positive and negative ways.

Rationale

To fully understand the context in which learning occurs, school social workers must have knowledge of how systems are developed and operate. School social workers must be able to evaluate how institutions and systems impact a child's ability to learn.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate skills in influencing the school as an organizational system interacting with the community?
- How do candidates demonstrate knowledge and understanding of school structure, school climate, roles, rules, lines of authority, traditions, program options, leadership styles, and the formal and informal decision making process that

contribute to learning outcomes in both positive and negative ways?

- How do candidates demonstrate knowledge of and skills in identifying community/neighborhood environments affecting the school site and school programs, sources of conflict and support, available resources, and identification of community leaders?
 - How do candidates demonstrate knowledge of and skills in identifying public and community organizations and their resources related to income maintenance, employment development and security, housing, health and nutrition, mental health, family planning, juvenile justice, family and child welfare, and the developmentally disabled?
 - How do candidates demonstrate the ability to develop needed services and programs that are culturally sensitive, and to the maximum extent possible, bridge the school and community?
 - How do candidates demonstrate the ability to work at both the site and district levels to identify a sustainable, predictable, culturally sensitive network for collaboration and referral?
 - How do candidates demonstrate the ability to respond to issues including but not limited to student isolation, truancy and dropout, school safety, alcohol and drug use, school violence, and to advocate for policy and priority shifts to address these concerns?
 - How do candidates demonstrate knowledge and understanding of the governance structures of public education and its impact on funding, regulatory policies, procedures and programs, particularly relating to pupil welfare and attendance requirements, student eligibility for special education services, and to the rights and obligations of schools, parents and pupils?
-

Standard 21

Student/Family/Faculty & Staff/Community Linkages and Partnerships

Each school social work candidate must demonstrate the skills to create and maintain student/family/faculty & staff/community linkages and partnerships across the developmental spectrum of childhood.

Rationale

The increase in the number of Full Service Schools, Healthy Start Schools, and other school/community partnerships underscores the importance for school social work candidates to become professionally competent in advocating for and partnering with a wide range of service integration efforts and providers. These models use innovative service delivery methods to enhance pupils' and families' ability to define, work toward and reach their full academic and personal potential.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate the knowledge and skills to implement assets mapping focused on community linkages and partnerships?
 - How do candidates demonstrate knowledge and skills in working within an interdisciplinary, interorganizational, and multicultural context? These skills include techniques and methods such as: joining, asset mapping, facilitation, collaboration, consultation, and team and organization development.
 - How do candidates demonstrate knowledge and skills in contributing to the development of policies and procedures which maximize all potential levels of family involvement and partnerships, including in community development efforts, in which schools are partners?
 - How do candidates demonstrate the ability in using tools such as communication skills, facilitation skills, collaborative and teambuilding skills, and consultation skills to be used at the case, classroom, school, district and community agency interorganizational levels, to maximize outcomes for students, schools, families and communities?
 - To what extent are candidates familiar with interorganizational services access issues, including barriers to access, and the skills needed to address such issues?
 - To what extent are candidates familiar with the resources available in the community and able to document gaps in these resources, as well being prepared to join with others in addressing these gaps through a variety of approaches such as developing and joining collaboratives and task forces to bring attention to the gap and work towards overcoming it?
 - How do candidates demonstrate knowledge and skills in carrying out joint efforts across schools, agencies and communities in support of finding common ground, developing a shared vision and language and shaping community-anchored service delivery approaches. Each candidate demonstrates the ability to link schools, agencies and communities to better serve students and families?
-

Standard 22

Research

Each school social work candidate must demonstrate knowledge of social research and skills in its application to

schools. Each candidate must demonstrate the ability to access and critically analyze research related to schools.

Rationale

It is essential that school service programs be based upon knowledge which has been developed and refined through scientific methods. School social workers should have understanding and skill for the conduct of research in school settings, in order to improve their own practice and for the general delivery of services.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate knowledge of and skills in completing the essential steps and processes of social research, with particular attention to problem definition and assessment, the design of the study, data collection and analysis, and the appropriate designation of conclusions, including limitations of findings in specific research?
 - How do candidates demonstrate knowledge and understanding of relevant findings of social research, particularly as these relate to school issues and the diverse needs of students who may experience school differently than others because of culture, ethnicity, socio-economic status, gender, sexual orientation, age, disability, national origin, or immigration status?
 - How do candidates demonstrate skill in designing and conducting studies, and writing proposals that include a needs assessment, program development, and evaluation of the practice or program?
 - How do candidates demonstrate skill in employing methods in research and program design and implementation that works to minimize any types of bias?
-

Standard 23 Professional Ethics

Each school social work candidate must demonstrate the ability to practice according to ethical standards including the NASW Code of Ethics and the NASW standards for school social work services. Each school social work candidate must demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

Rationale

Critical life situations of families and children, including cultural imperatives of a diverse society, have potential for value conflicts and dilemmas for practitioners. The National Association of Social Workers has developed a Code of Ethics and a set of standards specific to school social workers to provide guidance and standards for professional social workers in their practice with all clients.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge and understanding of the National Association of Social Workers (NASW) Code of Ethics and the NASW standards for school social work services and its application to school social work practice.
 - To what extent do candidates demonstrate knowledge and understanding of the differences in professional ethics and practice perspectives among and within the professional groups serving students in schools and from community bases?
 - How do candidates demonstrate skill in applying the NASW Code of Ethics and standards for school social work services to school-site situations?
 - How do candidates demonstrate skill in identifying potential ethical and value conflicts between the professions, as these may be evident in specific situations concerning students?
 - How do candidates demonstrate skill in resolving conflict that arises from ethical differences in working with students and their families, and that arises among various professionals serving students?
-

Standard 24 Field Practice Experience

Each school social work candidate must demonstrate competent school social work practice by successfully

completing 1000 clock hours of field practice which at least 600 clock hours are school based practice supervised by a credentialed practitioner, and of which 100 hours shall be with at least ten students of an ethnic background different from that of the candidate. The school assignment shall be provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.

Rationale

Social work training is based on a concurrent field work model which exposes candidates to classroom theory and practical hands-on learning experiences in the field. The field experience assures that candidates blend the knowledge derived from academic course work in human behavior, counseling and other intervention methods, policy and laws, research, and program development with experiences in school based practice settings. In order for candidates to develop professional practice skills, school social work training programs must provide: (1) sufficient time for candidates to develop practice skills; (2) competent supervision (by a credentialed practitioner) and field instruction on a regular weekly basis; (3) a range of learning experiences for candidates to learn the similarities and differences of working with students of different ages, cultures, ethnic backgrounds, socio-economic backgrounds, and national origin and with a variety of problem situations; and (4) a method of evaluating a candidate's progress in the field.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate skill in developing and using the social work relationship to effect change consistent with social work purposes and assessed needs of students and their families?
- How do candidates demonstrate skill in integrating the knowledge and skills described in both the Pupil Personnel Services Generic and School Social Work Standards?
- How do candidates demonstrate skill in conducting appropriate bio-psychosocial assessments of students and families, including the identification of school and community factors which inhibit the student's progress in learning?
- How do candidates demonstrate skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources to meet the needs of students, their families, and the school community?
- How do candidates demonstrate skill in developing collaborative working relationships with school staff and other professionals within the school and the community at-large?
- How do candidates demonstrate skill in working effectively within the policies and procedures of the school site to advocate on behalf of students, their families, and school staff?
- How do candidates demonstrate skill in effectively utilizing supervision for further professional growth and development and to understand the principles of supervision?
- How do candidates demonstrate skill in identifying barriers in the school and community that affect students learning and collect relevant data which may lead to the development of programs or activities to promote student success?
- How do candidates demonstrate skill in working effectively within the ethics of the social work profession in each school site and within the community?

Standard 25
Determination of Candidate Competence

Prior to recommending each candidate for a School Social Work Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional standard. The candidate must also have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- Does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?

- Has a systematic summative assessment been completed of each candidate's performance by at least one district supervisor and one institutional supervisor?
 - Does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?
 - Does one or more persons who are responsible for the program decide to recommend each candidate for credentials on the basis of all available information of each candidate's competence and performance?
-

Child Welfare & Attendance specialization

Draft Standards

Standard 1 General Program Requirements

The program provides each school social work candidate with the opportunity to acquire the knowledge needed to implement standards 18 through 23.

Rationale

Credential candidates must be provided information about the competencies they are expected to learn.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do the program provide information to credential candidates that is related to the competencies they must learn?
 - To what extent does the program allow credential candidates to explore various options and alternatives to learn materials needed to be able to implement competency standards?
 - In what ways does the programs organize and otherwise provide structure to credential candidate to simplify the learning process?
-

Standard 2 Laws Pertaining to Child Welfare And Attendance

Each candidate demonstrates knowledge and application of laws related to Child Welfare and Attendance as found in the California Education Code, Welfare & Institutions Code, Penal Code, local and civil ordinances and relevant Federal and state laws relating to the custody, registration, attendance and education of minors.

Rationale

In order to insure compliance with California compulsory attendance laws and the rights of minors, candidates must have a broad knowledge of legal enablements and constraints.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well does each candidate demonstrate knowledge and understanding and ability to apply laws related to child welfare and attendance, such as student discipline proceedings, all due process, pupil records, confidentiality, custody, compulsory school attendance, child abuse reporting and child protection?
- How well does each candidate demonstrate knowledge and understanding and ability to apply State and Federal laws pertaining to residency and alternative enrollment options?
- To what extent does each candidate demonstrate knowledge and understanding of the legislative process as it relates to PPS such as impact of legislation on day to day operations and analysis of legislation?

- In what ways does each candidate demonstrate knowledge and understanding of the ability to monitor district compliance with state and federal mandates on matters pertaining to CWA?
 - How clearly does each candidate demonstrate knowledge of laws related to severance of school attendance, appropriateness of use, and due process?
 - To what degree does each candidate demonstrate the appropriate use of legal alternatives to regular California public school attendance in discipline proceedings?
 - How adequately does each candidate demonstrate knowledge and understanding and ability to apply alternative education's pathways including GED, California High School Proficiency Examination, Adult Education, employment preparation, continuation schools, opportunity classes, community day centers and County Alt Ed programs, Independent Study programs and Special Education Programs, Regional Occupational Programs and Centers, charter schools and summer school?
 - To what extent does each candidate demonstrate knowledge and understanding of promotion and retention policies, high school exit requirements and minimum day attendance requirements?
-

Standard 3 **Program Leadership and Management**

Each candidate demonstrates skills in leadership and management of child welfare and attendance programs, including the development of goals & objectives, establishment of communications systems, awareness and management of funding resources and measurement of outcomes.

Rationale

Child welfare and attendance specialists are change agents. Therefore, in order to effectively create change, they must understand and/or demonstrate the change process, collaboration, effective communication systems and funding sources.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well does each candidate demonstrate knowledge and understanding of funding resources related to CWA programs?
 - To what degree does each candidate demonstrate knowledge and understanding of and the ability to apply research and evaluation methodology related to CWA performance and outcomes?
 - How thorough does each candidate demonstrate knowledge and understanding of the use of technology and information systems related to CWA?
 - In what manner does each candidate demonstrate knowledge and understanding of issues related to school safety including crisis preparedness, school safety, planning, crisis team participation and/or leadership and personal safety?
 - How adequately does each candidate demonstrate knowledge and understanding of program oversight functions related to CWA such as; Multi Discipline teams, collaborative partnerships, SARB and case management?
 - How clearly does each candidate demonstrate knowledge and understanding of attendance policies and attendance accounting systems, including district and states rules and regulations?
 - How well does each candidate demonstrate knowledge and understanding of the role of leadership, management and supervision in collaboration and coordination, especially with multiple agencies and community members related to school safety and attendance?
-

Standard 4 **Inter and Intra Agency Collaboration and Partnerships**

Each candidate demonstrates knowledge and skills related to developing, utilizing & maintaining Inter and Intra Agency collaboration and partnerships.

Rationale

Knowledge and skills in interfacing, collaboration and referring to various agencies and individuals is essential to success as supervisors of child welfare and attendance.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree does each candidate demonstrate knowledge and understanding of team building, facilitation, consensus building, working with diverse groups and writing of MOUs and contracts?
 - In what way does each candidate demonstrate knowledge and understanding of various system such as Education, Juvenile Justice Courts, law enforcement, mental health, probation, children and family services?
 - How does each candidate demonstrate knowledge and understanding of developing and sustaining learning and support systems which include elements such as healthy start, Student study team, family resource center, health clinics, parent centers, tutoring centers and mentoring?
 - How thorough does each candidate demonstrate knowledge and understanding of Health and Human Services resource mapping?
 - How effectively does each candidate demonstrate knowledge and understanding of connecting youth and families to services and empower clients to maximize utilization of services?
 - How well does each candidate demonstrate knowledge and understanding of dropout prevention and attendance improvement practices?
-

Standard 5 Professional Role of Child Welfare and Attendance Supervisors

Each candidate demonstrates knowledge and understanding of the organizational culture and politics of public school and related systems particularly as they relate to the student advocate role and the professional role of the Child Welfare and Attendance Supervisor.

Rationale

In order for a child welfare and attendance supervisor to be professional and effective in their role, they need to understand the organizational culture and politics of the public school and related systems.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge and understanding of the various advocacy roles of the CWA professional including student, parent and professional advocacy?
 - How clearly does each candidate demonstrate knowledge and understanding of the school system organization and governance structure and role CWA plays within the structure?
 - How well does each candidate demonstrate knowledge and understanding of the role of professional organizations including National, State and local organizations?
 - How does each candidate demonstrate knowledge and understanding of marketing strategies of CWA services and programs?
-

Standard 6 Assessment and Evaluation of Barriers to Student Learning

Each candidate demonstrates knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors, that lead at risk students to underachievement or school failure.

Rationale

A primary function of the child welfare and attendance supervisor is to provide services and to remove barriers to learning for at-risk and under-achieving youth.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate knowledge and understanding and ability to work with various at risk populations such as youth in out of home placement, pregnant/parent teens, homeless, dropouts, potential dropouts, delinquent youth, Special Ed., disabled and expelled youth?
- How well does each candidate demonstrate knowledge and understanding of skills related to conflict mediation and resolution and peer mediation methodologies?

- How adequately does each candidate demonstrate knowledge and understanding and ability to facilitate Staff development programs on issues pertaining to at risk students and CWA?
- How thoroughly does each candidate demonstrate knowledge and understanding of the critical dimensions involved in conducting successful home visitations including home assessment, triage, strategies for personal safety, and counseling in a culturally competent manner with special consideration for race and poverty?
- In what ways does each candidate demonstrate knowledge and understanding and ability to identify health related resources and link them to student and family needs?
- How effectively does each candidate demonstrate knowledge and understanding of strategies for involvement of parents of at risk students in linguistic and culturally competent manner with special consideration for race and poverty?
-

Standard 7

Field Practice and Supervision of Child Welfare and Attendance

In addition to the requirements contained in Title 5, Sections 80632.1, 80632.2, (school counseling) 80632.3 (school social work) or 80632.4 (school psychology), each candidate shall complete a minimum of one hundred fifty (150) clock hours of field practice, under supervision, in the attendance laws and the rights of minors.

A minimum of 90 clock hours in a school setting in direct contact with pupils. A minimum of 30 clock hours in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child welfare, social services, child protective services and community based organizations. Thirty clock hours can be at the discretion of the university supervisor.

Rationale

Supervised field practice and the application of the attendance laws and rights of minors enables the child welfare and attendance specialist to be professional and effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does each candidate demonstrate completion of a broad variety of field experiences with the use of the California school attendance laws, under supervision of the Pupil Personnel Services Credential holder?
- How adequately does each candidate demonstrate completion of field experiences, under supervision, related to parent and pupil rights, regarding education and attendance?
- How successfully does each candidate demonstrate completion of field experiences, under supervision, related to the assessment of symptoms of poor school attendance and the improvement of attendance patterns?
- In what way does each candidate demonstrate completion of field experiences, under supervision, in the appropriate use of alternatives to regular school attendance?
- How clearly does each candidate demonstrate, through field experiences, under supervision, the ability to interpret California and Federal child labor laws for the pupil's parents and employer's understanding and compliance?
- How effectively does each candidate demonstrate, through field experience, under supervision, the ability to interpret child custody laws to school personnel, pupils, parents and guardians?
- How thoroughly does each candidate demonstrate, through field experience, under supervision, an ability to recognize a child abuse situation and report it through proper channels to the appropriate authorities?
- In what ways does each candidate demonstrate through field experiences, under supervision, the ability to form meaningful and helpful relationships with clients and co-workers?
- To what degree does each candidate demonstrate through field experiences, under supervision, appropriate use of the referral process, as related to the use of community resources?

Standard 8

Determination of Candidate Competence

Prior to recommending each candidate for a Child Welfare and Attendance Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional standard. The candidate must also have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team member during training, continuing accreditation reviews, and to judge whether a program meets the standard. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?
- How thoroughly has a systematic summative assessment been completed of each candidate's performance by at least one district supervisor and one institutional supervisor?
- To what degree does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?
- How does one or more persons who are responsible for the program decide to recommend each candidate for credentials on the basis of all available information of each candidate's competence and performance?



California Commission on Teacher Credentialing

Meeting of: February 2-3, 2000

Public Hearing

Title: Proposed Repeal of Sections 80096, 80097, 80256, and 80280 Pertaining to Administrative Services Credentials, and Off-Campus Programs, and Proposed Amendment to Section 80071.4 Pertaining to the Basic Skills Examination

✓ Action

Prepared by: Yvonne Novelli, Analyst
Certification, Assignment and Waivers Division

PUBLIC HEARING

**Proposed Repeal of Sections 80096, 80097, 80256, and 80280
Pertaining to Administrative Services Credentials and Off-Campus Programs.**

**Proposed Amendment to Section 80071.4 Pertaining to the
Basic Skills Examination**

Introduction

The proposed repeal of sections 80096, 80097, 80256, and 80280 pertaining to Administrative Services Credentials and off-campus programs and the proposed amendment to section 80071.4 pertaining to the basic skills examination are being presented for public hearing. This item also includes the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are any responses to the notification of the public hearing and a copy of that notification distributed in coded correspondence #99-9929, dated December 17, 1999.

Background of the Proposed Regulations

The proposed deletion of the four sections and the amendment to the fifth were presented to at the October 1999 Commission meeting. At that time, the Commission approved staff's request to begin the rulemaking file for submission to the Office of Administrative Law.

Proposed Changes

The following discusses the reasons for the proposed deletions and amendment.

§80096 and §80097: Administrative Services Credential Programs

This proposal would repeal §80096 and §80097. They discuss the system of Commission-approval for California institutions that wish to offer the preliminary and professional clear Administrative Services Credential programs. Education Code Sections 44370 through 44374 change the approval structure, making §80096 and §80097 obsolete.

§80256 and §80280: Off-Campus Programs

Sections 80256 and 80280 establish and define the approval criteria that must be satisfied by institutions of higher education who wish to offer credential programs through continuation education, extension divisions, or at sites other than their main campuses.

These sections became obsolete in 1993, with the implementation of Education Code Section 44374(d) that requires a *single* decision regarding the accreditation of an institution's credential program and does not allow separate determinations for any program offered off-campus.

§80071.4(o): CBEST

The California Basic Educational Skills Test (CBEST) verifies competency in reading comprehension, writing skills and mathematics and not competency in pedagogy. Section 80071.4(o) requires the Commission to list the passing rates based on the institution where individuals completed their credential preparation program. Because the competencies tested do not reflect the value of the institution's program and may lead to unfair comparisons, this proposal would delete this sub-section.

Financial Impact

Commission on Teacher Credentialing: None.

State Colleges and Universities: None.

Private Persons: None.

Mandated costs: None.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

Commission Members on the Commission on Teacher Credentialing

California County Superintendents of Schools

Credential Analysts at the California County Superintendent of Schools' Offices

Superintendents of Selected California School Districts

Deans of Education at the California Institutions of Higher Education with Commission-Approved Programs

Credential Analysts at the California Institutions of Higher Education with Commission-Approved Programs

Presidents of Select Professional Educational Associations

This was also placed on the Internet at "<http://www.ctc.ca.gov>".

Tally of Responses

There were no responses received at the time this agenda item was written.

Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations.

letterhead



OFFICE OF THE EXECUTIVE DIRECTOR
(916) 445-0184

DATE: December 17, 1999

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Repeal of Sections 80096, 80097, 80256, and 80280 of Title 5, California Code of Regulations, Pertaining to Administrative Services Credentials, and Off-Campus Programs. And, Proposed Amendment to Section 80071.4 Pertaining to the Basic Skills Examination

Notice of Public Hearing is Hereby Given:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The deleted text is lined-through. The public hearing is scheduled on:

February 3, 2000
1:30 pm
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Statement of Reasons

The following discusses the reasons for the proposed deletions and amendment.

§80096 and §80097

Sections 80096 and 80097 discuss the system of Commission-approval for California institutions that wish to offer the preliminary and professional clear Administrative Services Credential programs. These sections were approved in the early 1980s, and at that time, the Commission had the authority to approve individual credential programs offered by California institutions of higher education. This changed in 1993 when legislation replaced the approval system with one consisting of professional accreditation by the Committee on Accreditation. Under the statute, the Commission no longer has the authority to approve programs of professional preparation as described in §80096 and §80097.

§80256 and §80280

Chapter 2.5, Approved Programs, establishes the approval criteria in §80280 that must be satisfied by institutions of higher education who wish to offer credential programs through continuation education, extension divisions, or at sites other than their main campuses. This chapter, in §80256, also defines terms applicable to these criteria. These sections became obsolete in 1993, with the implementation of Education Code Section 44374(d). This subsection states that the Committee on Accreditation shall make a *single* decision regarding the accreditation of an institution's credential program and does not allow separate determinations for any program offered off-campus. When the statutes made §80280 and §80256 obsolete, the Commission no longer enforced these regulations.

§80071.4(o)

A general requirement for most California credentials is the passage of the California Basic Educational Skills Test (CBEST). This examination verifies competency in reading comprehension, writing skills and mathematics. It does not verify competency in pedagogy. Education Code Section 44252(e) requires the Commission to collect and disseminate data on the CBEST passing rates. It does not require the Commission to list the passing rates based on the institution where individuals completed their credential preparation program. This statistical information, which goes beyond the statute, is required by §80071.4(o). The proposed amendment will remove this requirement for reporting CBEST statistical information. This change is being sought because it is not an educationally sound basis for such a report. As stated earlier, credential preparation teaches competencies in pedagogy while the CBEST only assesses basic academic skills gained in elementary and secondary education and reinforced in undergraduate degree courses so the examination does not and

can not reflect the value of an institution's credential preparation program. Also, some institutions require individuals to pass the CBEST prior to admission into their educational preparation programs thus making the statistic data moot and any inferred comparisons unfair. The proposed deletion of the language in subsection 80071.4(o) will eliminate an inappropriate provision of the Commission's regulations.

Documents Relied Upon in Preparing Regulations

- CBEST 1999-2000 Registration Bulletin

Documents Incorporated by Reference

None.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on February 2, 2000.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Submission of Written Comments

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission, attention Executive Office, at 1900 Capitol Avenue, Sacramento, CA 95814, so it is received at least one day prior to the date of the public hearing.

Public Hearing

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact the Larry Birch, at (916) 327-2967 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Actions

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment at least 15 days before they are adopted.

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Larry Birch, at (916) 327-2967. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

Division VIII of Title 5 of the California Code of Regulations

Proposed Repeal of Sections 80096, 80097, 80256, and 80280 Pertaining to Administrative Services Credentials, and Off—Campus Programs.

INITIAL PROPOSED REGULATIONS

Sections for Repeal: 80096, 80097, 80256, and 80280

80096. Approval of Programs Leading to the Preliminary Administrative Services Credential.

- (a) The Commission shall approve an educational program intended to prepare candidates for the Preliminary Services Credential with a specialization in Administrative Services if an application filed by an accredited institution of Higher Education provides the following facts and/or information:
- (1) That the Institution of Higher Education has a curriculum in educational administration which provides graduate-level instruction resulting in credits which are transferable to other accredited institutions of higher education. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.
 - (2) A complete description of its candidate evaluation procedures setting forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in the following areas of educational administration:
 - (A) Educational Leadership, to include:
 1. Concepts of leadership.
 2. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations and professional ethics.
 3. Inter- and intra-organizational decision-making processes and techniques.
 4. Concepts and procedures related to total development of a school climate which promotes pupil learning.
 5. Fundamentals of short-term and long-range planning.
 - (B) Improvement in the Educational Program, to include:
 1. Major movements in American curriculum and instruction as basis for contemporary instructional patterns.
 2. Principles of human growth, development and learning.
 3. The appropriate roles of staff, parents, pupils and community in curriculum development.
 4. Procedures for curriculum development and implementation.
 5. Supervision and evaluation of curriculum and instruction, to include:
 - a. Curriculum, including racial, cultural and sex factors;
 - b. Teaching and other instructional processes;
 - c. Pupil achievement.
 6. Appropriate use of resources: Human, fiscal and other, to effect optimum procedures of school instruction.
 7. Implementation procedures for state- and federal-mandated special programs and procedures.
 8. Concepts and techniques of staff development.
 9. Concepts and procedures related to direct services to pupils.
 - (C) Management of Educational Personnel, to include:
 1. General concepts and principles of personnel management.
 2. Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff.

3. Principles and processes for supervision and evaluation of certificated and classified staff.
4. Personnel relations, to include:
 - a. Fundamentals of collective bargaining.
 - b. Interpreting employment contracts.
 - c. Working with a variety of formal and informal employee groups.

(D) School-Community Relations, to include:

1. The roles of the school, parents and the general community in the educational process.
2. Identifying and working with community influence groups, including:
 - a. Relationships with ethnic, racial and other minority groups.
 - b. Relationships with those private sector organizations that affect the school program.
3. Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies.

(E) Legal and Financial Aspects of Public Education, to include:

1. The historical and current legal framework of American education and public schools.
2. Financing public schools in America, to include:
 - a. Historical and current sources and types of funding.
 - b. District-level and site-level funding and budgeting.
 - c. Financial implications of personnel contracts and other obligations.

(F) Educational Governance and Politics, to include:

1. Fundamental concepts of authority, power and influence.
2. The governing roles of federal, state and local agencies.
3. Functions of school boards and district administrations in governance and policy making.
4. The roles of professional organizations and unions.
5. The roles of emerging social groups and forces.

(G) School Management, to include:

1. Developing, implementing and evaluating goals, priorities, policies and practices.
2. The use of data collection procedures in school management.
3. Principles of management of office, plant and ancillary services.
4. Application of computers and other technology.
5. Communications: modes, policies, effects.
6. Procedures for pupil and staff conflict-resolution.
7. Procedures for stress-management.

(3) That each successful candidate will be required to have school-site experiences which meet the following conditions:

- (A) Actual performance of nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties and by instructional faculty designated by the approved institution of higher education.
- (B) A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic racial group other than that of the candidate.

(C) Such duties and responsibilities shall be performed by the candidate in at least two school levels, i.e., elementary, junior high school or high school.

- (4) Documentation of the specific scope, length and the successful completion of the field experience set forth in subsection (a)(3) for each candidate shall be a joint responsibility and function of the candidate and the preparation institution. Such documentation shall become a part of the formal records of the preparing institution, shall conform to procedures developed by the preparing institution pursuant to subsection (a)(2), and shall be retained by the preparing institution for at least six years, to be available for Commission review and evaluation upon ten days notice.

(b) Effective Dates:

- (1) Effective July 1, 1982, all programs of specialized and professional preparation for the Services Credential with a specialization in Administrative Services approved by the Commission on or before June 30, 1982, shall be approved as meeting the requirements for the Preliminary Administrative Services Credential, and this approval shall be effective until June 30, 1985.
- (2) Effective July 1, 1985, all approved programs of specialized and professional preparation for the Preliminary Services Credential with a specialization in Administrative Services shall meet the provisions of subsection (a) of this section.

Note: Authority cited: Section 44225, Education Code. Reference: Section 44270 (a) and 44227, Education Code.

80097. Approval of Programs Leading to the Professional Services Credential With a Specialization in Administrative Services

- (a) The short title of this credential shall be "Professional Administrative Services Credential," as referenced in Education Code Section 44270.1.
- (b) The Commission shall approve an educational program intended to prepare candidates for the Professional Administrative Services Credential if an application filed by an accredited institution of higher education provides the following facts and/or information:
- (1) That the institution of higher education has been accredited by a regional accrediting commission or association which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department and has a curriculum in educational administration which provides graduate-level instruction. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.
- (2) That a procedure has been developed which provides means for each candidate to designate and complete a course of study based on areas of educational administration contained in subsection (c) of this section which gives emphasis to the specific preparation needs and career objectives of the candidate.
- (3) A complete description of its candidate evaluation procedures setting forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in an individualized plan for each candidate in the areas of educational administration provided in subsection (c) of this section.
- (c) Programs approved by the Commission pursuant to this section shall provide opportunities for each candidate to demonstrate knowledge and skills that are on a higher level of difficulty or are different than the requirements for the demonstration of knowledge and skill to complete an approved Preliminary Administrative Services program. The demonstration of knowledge and skills shall be required in the following eight areas of educational administration, provided that equal emphasis need not be required for each of the eight areas within each candidate's individual plan of course work and field experience:
- (1) Organizational Theory, Planning and Application, to include:
- (A) The theory and functions of human organizations as independent and dependent social entities within American society.

- (B) Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups, and regional and state organizations.
- (2) Instructional Leadership to include:
- (A) Management strategies designed to achieve goals and objectives.
 - (B) Human relations and the dynamics of groups.
 - (C) Learning and instructional research and theory.
 - (D) Educational trends and issues.
 - (E) Current and emerging needs of society for the improvement of school curriculum and practices.
 - (F) Strategies to meet diverse pupil needs.
 - (G) Computer technology applied to instructional practices.
- (3) Evaluation, to include:
- (A) Conditions that result in low-or high-level pupil learning outcomes.
 - (B) Evaluation of program and/or curriculum effectiveness.
 - (C) Evaluation of teaching effectiveness.
 - (D) Evaluation of performance.
 - (E) Evaluation of pupil achievement.
 - (F) Effective means to compare classroom, school and school district instructional goals to outcomes.
 - (G) Evaluating the role and effectiveness of specially-funded educational programs.
- (4) Professional and Staff Development, to include:
- (A) Collective planning with other administrators and participants for instructional strategies for adult learners.
 - (B) The application of knowledge of the functioning of organizations to adult learning and performance.
 - (C) Means to integrate organizational goals with specific programs of adult learning.
 - (D) Sources of funding to carry out staff development activities.
- (5) School Law and Political Relationships, to include:
- (A) The legal framework of national, state and local schools, to include statutory and constitutional provisions pertaining to equal access to public education.
 - (B) Political jurisdictions and bodies that make and/or affect state and local educational policy.
 - (C) The application of established legal principles to policies and practices at the local school and district level.
 - (D) Political forces that directly or indirectly have effect upon school practices.
 - (E) Sociological forces that directly or indirectly have effect upon school practices.
 - (F) Theory and application in achieving compromise, consensus, and coalitions to achieve educational goals.
- (6) Fiscal Management, to include:
- (A) School district-level funding and budgeting.
 - (B) Financial effects of personnel and other contractual obligations.
 - (C) Current problems affecting school financing on state and local levels.
 - (D) The organization and functioning of school district business services departments.

- (7) Management of Human and Material Resources, to include:
 - (A) Effective staff utilization patterns which combine the needs and abilities of staff, organizational constraints, and available resources.
 - (B) Developing and implementing effective personnel policies.
 - (C) Short- and long-term planning procedures for filling staffing needs.
 - (D) Short- and long-range planning procedures for filling needs for building, equipment and supplies.
- (8) Cultural and Socio-Economic Diversity, to include:
 - (A) The general ethnic, racial and religious composition of the state and the specific composition of the local community.
 - (B) Concepts of cultural values and language diversity.
 - (C) Programs and procedures for meeting the instructional needs of limited-English-proficient pupils.
 - (D) Principles and procedures for involving all parents and other family-members in school activities and in reaching educational objectives.
- (d) In addition to the provisions of subsections (b) and (c) of this section, all of the following are requirements for Commission-approval of a program:
 - (1) Procedures shall be established by which an individualized preparation program plan shall be collaboratively developed for each candidate by the preparing institution in consultation with designees of an employing school district and the candidate. In cases in which it is not feasible to involve an employing school district, consultation with a designated person in a county office of education may be substituted. The individualized preparation program plan shall be filed with the preparing institution and may be revised from time to time upon agreement by the candidate, the preparing institution, and the employing school district or appropriate county office of education.
 - (2) A minimum of 1/2 of each candidate's program plan shall consist of direct instruction by the preparing institution of higher education, with the specific content to be identified within the candidate's individualized preparation program plan.
 - (3) A minimum of 1/3 of each candidate's program plan shall provide opportunities and academic credit for planned field experiences which are directly related to the eight competency domains cited in subsection (c) of this section. The scope and content of these field experiences shall be determined collaboratively by officials of the employing school district, or appropriate county office of education, and shall be identified within the candidate's individualized preparation program plan.
 - (4) The remaining 1/6 of the unit credit for each candidate's individualized preparation program, developed pursuant to subsection (1) of this subsection, may consist of electives, directly related to the areas of educational administration specified in subsection (c) of this section, selected from one or more of the following:
 - (A) Direct instruction elements provided by the approved preparing institution which are in addition to elements described pursuant to subsection (2) of this subsection.
 - (B) Field experience elements within the approved program which are in addition to academic credit given pursuant to subsection (3) of this subsection.
 - (C) Knowledge and related skills presented by agencies approved jointly by the candidate's employing school district and the institution of higher education approved for this program and which shall be related to the eight areas provided in subsection (c) of this section.
 - (5) Successful completion of each candidate's individualized preparation program plan shall be certified by officials of the preparing institution of higher education after written consultation with the employing school district, or an official of the appropriate county office of education, and the candidate.
 - (6) Each approved program shall contain a description of candidate appeal procedures which shall be made known in writing to candidates, by the program coordinator or designee upon each candidate's admission to the program.

- (7) A preparing institution approved by the Commission shall certify to the Commission that the candidate has satisfied all other legal requirements for the Professional Administrative Services Credential, as specified in Education Code Section 44270.1, in order for the candidate to become eligible for issuance of the credential.
- (e) Candidates initially enrolled between July 1, 1982 and June 30, 1984 in administrative services preparation programs approved by the Commission prior to July 1, 1982, shall be allowed a maximum of six semester units, or their equivalent, of credit toward fulfilling the program requirements for the Professional Administrative Services Credential, provided that such credit is agreed to by the preparing institution, the employing school district and the candidate, and further provided that such credit, if granted, shall be only for credit earned in excess of Commission requirements for the Preliminary Administrative Services Credential.
- (f) The processing time for all program approval documents submitted to the Commission as applications for initial approval of programs of professional preparation for the Professional Administrative Services Credential shall meet all of the following criteria:
- (1) The Commission on Teacher Credentialing shall reach an approval decision for a program approval document and notify the applicant institution/agency in writing of such decision within 75 working days of receipt of the program application. An applicant institution/agency shall be notified in writing within 45 working days whether the program approval document is complete or incomplete. Incomplete applications shall be returned to the applicant institutions/agencies within 45 working days of the receipt of the application and shall be accompanied by a written specification of what needs to be done in order to complete the application for resubmission to the Commission. The processing time of 75 working days in these cases shall commence upon receipt of the resubmitted program approval document;
 - (2) An application is determined complete when all materials needed for processing and all facts required by statutory and administrative law are included.
- (g) The appeal process for the implementation of this section shall be as follows: An applicant institution/agency which has submitted a complete program approval document and has not received notification of institutional program approval status within 75 working days may appeal directly in writing to the Executive Secretary of the Commission. In all cases, the applicant shall be informed in writing of the decision of the Executive Secretary within 30 working days of the receipt of the appeal.

Note: Authority cited: Sections 44225(a) and (b), Education Code; and Section 15376, Government Code. Reference: Sections 44225(b), 44226, 44227 and 44270.1, Education Code; and Sections 15374, 15376 and 15378, Government Code.

Chapter 2.5. Approved Programs

Article 1. Professional Preparation Programs

80256. Definitions

As used herein, the following definitions shall apply to teacher preparation programs submitted to the Commission on Teacher Credentialing for review and approval:

- (a) the term "on campus" means those programs, approved by the Commission on Teacher Credentialing, to be offered through an accredited institution's school or department of education, or its equivalent, and which are based within the physical boundaries of the institution's main campus. This definition does not pertain to student teaching and/or field work components of regular approved programs.
- (b) The term "regular approval" means that approval granted to on-campus programs, offered through the school or department of education, at an institution of higher education.
- (c) The term "off-campus" is defined to mean those approved programs offered through continuation education and/or extension divisions, or their equivalent, and/or those approved programs offered at sites external to the physical boundaries of the institution's main campus.
- (d) The term "initial program" refers to those programs, offered by any recognized entity of

an accredited institution of higher education, submitted for the first time for approval by the Commission on Teacher Credentialing, to be offered as an "off-campus" program.

- (e) The term "Initial Approval" refers to the type of approval granted to initial programs.
- (f) The term "replication program" is defined to mean those programs offered "off-campus", at sites different from those for which initial or regular approval has been granted.
- (g) The term "Replication Approval" is defined to mean that approval granted replication programs.

Note: Authority cited: Section 44225(b), Education Code. Reference: Sections 44226 and 44227, Education Code.

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Article 2. Off-Campus Programs

80280. Approval Requirements: Off-Campus Programs

- (a) Teacher preparation programs, at accredited institutions of higher education, to be offered off-campus may be approved by the Commission on Teacher Credentialing only if such requests for approval are signed by the Chief Administrative Officer (or official designee), or, in the case of the California University Consortium, by the Director thereof. With the exception of the California Consortium, the application for approval shall attest that the institution's Dean or Director of Education was consulted as to the appropriateness of the proposed program.
- (b) All institutional requests for initial approval of off-campus programs shall be submitted to the Commission for approval at least one semester, or quarter, prior to the semester or quarter in which the program is to be offered.
- (c) All institutional requests for approval of replication programs shall be submitted to the Commission at least 60 days prior to the projected start-up date of the program.
- (d) Institutions applying for initial or replication approval shall state the following in order to be approved by the Commission.
 - (1) The desired start-up date and specification of the geographic location of the proposed program.
 - (2) The anticipated duration of the program.
 - (3) The institutional entity offering the proposed program.
 - (4) That the proposed initial or replication program meets existing Commission on Teacher Credentialing standards for regular approved programs.
 - (5) That credit shall be granted on the basis that one semester unit, or equivalent quarter units, represents a minimum of 12 and 1/2 - 15 hours of direct student contact, plus a minimum of 30 hours of out-of-class preparation.
 - (6) That administrators and faculty from the institutional entity submitting the program for approval, with expertise in relevant academic fields, have participated in the planning and approval of the program, including the selection of instructors. Further, that such institutional administrators and faculty shall participate in the on-going evaluation of the program.
 - (7) That the competence and credentials of instructors in said programs are equal to those instructing in the regular credential programs of the institution.
 - (8) That the programs will be housed in facilities in keeping with the programmatic needs of the programs, and that the programs will have adequate and appropriate instructional and reference materials as well as equipment.
 - (9) That the institution shall have the responsibility for controlling and assuring the quality of the program through the utilization of a Local Quality Control Advisory Committee (to be specified henceforth as LQCAC) constituted under the direction of the institution. The institution is to assure that this LQCAC has participated in the initial review and approval of the program's objectives, faculty, facilities, instructional and reference materials, and equipment. Such assurance is to include a statement attested to by the LQCAC that these are considered

appropriate to the needs of the target population and/or geographic location to be served.

- (10) That the LQCAC established by the institution, must consist of one each of the following: Instructors from the institution; public school administrators; practitioners in the program's credential area; candidates (potential or participating) in the program, and non-educators. Each LQCAC is to include representation of the ethnic minority community served.
 - (11) That the institution's LQCAC, in addition to participating in the initial review and approval of the program, shall participate (a) in the on-going review and evaluation of the program, and (b) in the development and evaluation of the review and analysis of follow-up surveys/interviews of the candidates'/graduates' employers regarding performance. This on-going involvement is to include, where possible, participation of the non-educator member of the Committee.
 - (12) That once candidates are admitted to the programs, the programs shall be continued to allow the candidates to complete the programs in accordance with the assurances which shall be provided as a written agreement, to be entered into between the institution and the candidates. This agreement is to clearly specify institutional requirements for attendance and enrollment to be met by the candidates in the specific programs.
 - (13) That all candidates for admission to either initial or replication programs shall meet the normal admission requirements, or their equivalent, of the institutional entity proposing the program.
 - (14) The Chief Administrative Officer (or designee) shall certify that there is no agreement between the institution with any unaccredited agencies or individuals (who operate as contractors to market educational programs), to market the program for which approval is being sought.
- (e) Replication programs are to be developed under direction of the institution, utilizing recommendations from LQCACs. These LQCACs are to participate in the institutional review of the specific program objectives approved for the initial and/or regular on-campus program, where such a program has Commission approval at the institution. This program development is to include the institution's LQCAC's recommendations as to the suitability of the initial and/or regular program's objectives to the specific needs of the Replication Program's target population, and to the specific requirements of the geographic location to be served.
 - (f) Where the institutional review determines that existing objectives, approved by the institution for either on-campus or initial programs, are acceptable, the institution's approved documentation for the credential area shall be reproduced with the institution's assurance to the Commission that "no change" has been made in the objectives.
 - (g) Where the institutional review determines that any or all, in whole or in part, of existing approved objectives require modification, the previously approved objective(s) shall be presented with "strike out" provided to indicate the area(s) of change, with the revised objective(s) being presented to the Commission as a separate statement for approval.
 - (h) Where the program is an initial off-campus program, not attempting to replicate an existing program, the objectives shall address the competencies for the credential area as established by the Commission, and the institution's program document shall provide the program's objectives for each such competency, along with the statement from the institution's LQCAC that these objectives are appropriate to the needs of the target population and/or of the geographic area to be served.
 - (i) LQCACs need not be formed for each program of replication, providing the institution (LQCAC) for the initial program attests that the program's objectives and procedures are appropriate to the target population and/or geographic location to be served by the replication program. Where the program being replicated is a regular program not having a LQCAC, such a committee shall be established by the institution for the replication program.
 - (j) All programs of replication shall provide for the participation of a candidate (potential or participating) in the program on the LQCAC. Where such a committee is not developed specific to the replication program, such a candidate shall augment the institution's LQCAC recommending approval of the program.

- (k) The institution shall submit a yearly report for review by the Commission on Teacher Credentialing, based upon its own evaluation of the program. This institutional report is to include the recommendations of the institution's LQCAC, with a description of the institution's response to such recommendations. The report is to be in response to a form provided by the Commission.
- (l) Where the Commission on Teacher Credentialing determines that an institution has replicated an approved credential program, without obtaining Commission on Teacher Credentialing approval for such replication, the initial or regular program being replicated shall be subject to immediate on-site evaluation by the Commission.
- (m) Institutions of Higher Education, recommending candidates for credentials, shall specify to the Commission on Teacher Credentialing whether the preparation was through a regular on-campus program or through an off-campus program, as defined in Section 80150.1. Where the preparation is through an off-campus program, the application shall identify the entity which offered the program, and the geographic location of the program.
- (n) All off-campus programs approved by the Commission to operate after July 1, 1984 shall meet the requirements set forth in this section.

Note: Authority cited: Section 44225(b), Education Code. Reference: Sections 44226 and 44227, Education Code.

Section for Amendment: 80071.4

§80071.4. Basic Skills Examination.

- (a) After January 31, 1983, every applicant for a credential, permit or certificate, or for the renewal of an emergency permit shall be required to have obtained a passing score on the California Basic Educational Skills Test (CBEST). The test is not required to renew, reissue or upgrade a credential, certificate or permit except when upgrading a permit would require a baccalaureate degree.
- (b) Pursuant to Education Code Sections 44252(b) and (d) applicants for the following credentials, permits, or certificates are exempt from this requirement:
 - (1) a credential to be issued solely for teaching adults in an apprenticeship program;
 - (2) a credential for an adult education designated subject other than an academic subject; and
 - (3) a certificate of clearance;
 - (4) a children's center permit or a permit authorizing service in a special center for the handicapped, when a baccalaureate degree is not required;
 - (5) a credential, certificate, or permit for an additional teaching authorization when the applicant holds a non-emergency credential, certificate or permit that requires a baccalaureate degree and authorizes teaching;
 - (6) a health services credential;
 - (7) a Designated Subjects Vocational Education Teaching Credential.
 - (8) any Designated Subjects Special Subjects Credential for which a baccalaureate degree is not required.
- (c) Pursuant to Education Code Section 44252(b)(3), a school district can request a one year non-renewable credential for an individual who they wish to employ and who has not yet passed the CBEST.
 - (1) The applicant for the one year non-renewable credential shall satisfy all of the following:
 - (A) either 1. or 2. below:
 - 1. completed an out-of-state professional preparation program for a credential comparable to the California credential requested; or
 - 2. completed a California approved professional preparation program for the

requested credential prior to February 1, 1983 and has resided outside of California for the year immediately preceding application for the one year non-renewable emergency credential.

- (B) and all minimum requirements for the California credential requested except for the CBEST requirement; and
 - (C) a basic skills test developed and administered by the employing school district.
- (d) Applicants for an exchange certificated employee credential can be issued a one-year preliminary credential pending the passage of the CBEST.
 - (e) An applicant for any credential needing the CBEST shall be required to have passed it only once, regardless of the time that has elapsed between the date of passing the test and the date of the application.
 - (f) The Commission will establish the schedule of test administrations no less than four months prior to the beginning of the next fiscal year, and will publicize the schedule by all reasonable means as quickly as practicable.
 - (g) The Commission will arrange for a special administration of the test in the event that an emergency occurs. An emergency for this purpose is a reasonably unforeseeable circumstance which cannot be avoided or a foreseeable one that cannot be accommodated because of the special and unique staff recruitment problems with which a school district or group of districts is faced.

The special administration will be scheduled by the Commission as soon as possible, consistent with the district's schedule for compliance with the requirements of sections 80071.4(h)(1)(B), (h)(1)(C), and (h)(2)(C) below, except that no special administration will be scheduled in the period three calendar weeks before a scheduled regular administration. No special administration will be scheduled without reasonable assurance that at least forty people will actually register and take the test at the special administration. Two or more districts or counties may jointly participate in a single administration provided each can satisfy the requirements specified in Section 80071.4(h).

- (h) The written request for a special administration must include a copy of relevant sections of the official minutes of the district or county governing board and documentation by the superintendent of the specific facts of the emergency.
 - (1) The minutes of the governing board meeting must show that the board accepts the following conditions:
 - (A) An emergency as defined in subsection (g) exists and is unavoidable.
 - (B) District or county staff will assist in locating or providing space for the special administration and in the identification of qualified examination proctors, if such assistance is requested by the Commission or its designated agent;
 - (C) District or county staff will provide administrative support in accomplishing the registration process in a manner that will be consistent with the CBEST registration and reporting system;
 - (D) The district agrees to pay the full fee required for testing forty persons, even if fewer than forty actually take the test at a special administration.
 - (E) The district or county agrees not to require that the people taking the test pay any of the excess administrative cost incurred by the district or county.
 - (2) The superintendent of the district or county shall provide the following information as part of the written request:
 - (A) A detailed statement on the cause of the emergency and the reasons it could not have been anticipated in time to make use of the most recent previous regular administration;
 - (B) Documentation on the numbers of substitute or contract teachers needed, the total number of teachers on contract in the district or county, or the average daily number of substitutes used in the preceding year as appropriate to the definition of an emergency cited in the governing board minutes;

- (C) A description of the plans for publicizing the special administration to insure that it will be maximally effective in attracting people not previously tested who can meet the emergency needs of the district or county;
 - (D) A definitive statement about whether admission to the special administration will be limited to people who are potential employees of the district or county requesting the special administration, or will be open to anyone who wishes to take the test;
 - (E) Designation of the county or district having primary responsibility for administrative arrangements for the special administration, in the event that two or more counties or districts are participating jointly in the special administration.
- (i) No special administration will be scheduled for a college or university.
 - (j) There will be no limit on the number of times a person may take the entire test or sections of the test. Section(s) of the test that have been passed need not be repeated, but no person taking the test may omit any section that has not been passed. The test fee for repeating the test will be as specified in Section 80487(a)(5) of these regulations.
 - (k) In determining whether a person has passed the test, the highest score obtained on any section of the test at any administration will be used without regard to the length of time that has elapsed since the score was obtained.
 - (l) All credential program applicants shall take the CBEST for diagnostic purposes no later than the deadline for submission of his/her application for admission to the credential program unless the applicant is exempt from the CBEST for the credential.
 - (m) An individual credential applicant who already holds a valid non-emergency teaching credential that requires a baccalaureate degree and is seeking an additional teaching authorization is exempt from the provisions of subsection (l).
 - (n) The Commission will not consider appeals by credential applicants who have failed to achieve the passing standard established by the Commission at the time the CBEST has been most recently attempted.
 - (o) The Commission will issue annually a report on the passing rates of various groups on the CBEST, including passing rates by institution attended for preparation for credentials.

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44252, 44252.5, 44203 and 44830, Education Code.

STATE OF CALIFORNIA

GRAY DAVIS, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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Attn.: Sam Swofford, Ed.D.
Executive Director

Title: Administrative Services Credentials, Basic Skills Examination, and Off-Campus Programs
Section Nos.: 80096, 80097, 80071.4, 80256, and 80280

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission, attention Executive Office, at the above address by 5:00 pm on February 2, 2000, in order that the material can be presented at the February 3, 2000 public hearing.

1. ☐ **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.

2. ☐ **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)

3. ☐ Personal opinion of the undersigned. and/or
4. ☐ Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization,
Other
5. ☐ I shall be at the public hearing, place my name on the list for making a presentation to the
Commission.
6. ☐ No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____
route to I. birch



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